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THE EFFECT OF MULTIMODAL DECENTRATION TRAINING
ON EGOCENTRISM AND ANTISOCIAL BEHAVIOR

A Dissertation Presented

by

GREGORY C. FOLTZ

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1987

School of Education

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- DEDICATIO -

Ad meum Patrem
quis ante me iit,

et

Ad meum Matrem
qui stabat iuxta me.

ACKNOWLEDGMENTS

I wish to express my sincere gratitude to the members of my dissertation committee for their instruction, guidance, and inspiration. Professor Alfred Karlson's understanding, support and clear thinking were crucial to the development of my program of studies. His influence on my work is best reflected in the theoretical underpinnings of this study. Even though he departed to teach in China prior to the completion of this dissertation his contribution was valuable and important. I found Professor Jack Hruska's view on adolescence to be the most compassionately informed outlook on adolescent development I have yet experienced. His impact on this study and on me as a person has been profound. Professor Harry Schumer's contribution to my committee transcended his considerable skills in psychology and experimental methodology. Dr. Schumer's long standing commitment to the value of disciplined intellectual inquiry served to remind me that excellence in academia can deeply influence the course of human life. Professor Grace Craig's efforts on my behalf as the Chair of my committee gave my work a mark of distinction that I will always remember with pride. As we worked together I found her considerable intellectual breadth to be balanced with humility, kindness, and good humor. This dissertation is reflective of her style, and for that I am grateful.

I wish to acknowledge the contributions of my friends at the Protestant Youth Center, who's resiliency, hope, and basic integrity seemingly know no bounds. I would especially like to thank my colleagues Niemela, Nelson, Oulette, Paul, and White for their support in scoring test protocols, acting as research assistants, and preparing experimental materials. I am honored to work with such compassionate professionals.

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Finally I would like to express my love and gratitude to Dolores and our children for all of the sacrifices they made to support me in this work. For all their contributions, both great and small, I am forever thankful.

A B S T R A C T

The Effect of Multimodal Decentration Training on Egocentrism and Antisocial Behavior

(February, 1987)

Gregory C. Foltz, B.S., M.S., University of Oregon

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Directed by: Dr. Grace J. Craig

This study evaluated the effect of decentration training on egocentrism and observable antisocial behavior in a group of severely emotionally traumatized adolescent females. Twenty three subjects were randomly assigned to one of two treatment groups. One group participated in a six week multimodal training program which included one week each of perceptual, cognitive, and affective decentration training followed by three weeks of video dramatic decentration training. The second group participated in three weeks of placebo treatment followed by three weeks of video dramatic decentration training. Pre - post intervention, and follow up measures of self reported egocentrism and antisocial behavior for each treatment group were compared through a 2 x 4 (treatment group x time of measurement) analysis of variance with repeated measures, yielding significant main treatment effects over time, significant differences between groups, and a significant interaction between treatments.

Each of these analyses were presented and discussed separately, along with follow up analyses of mean differences between treatments as needed. The outcome of the data analyses demonstrated a significant reduction of antisocial behavior and egocentric thought in both groups, and significant between group differences on the variables of antisocial behavior and egocentrism, all of which supported a stronger treatment outcome for the multimodal deceleration training program.

Subsequent to these findings the data for both treatment groups was combined in order to explore the nature of the relationship between egocentrism and antisocial behavior. A series of Pearson R correlational coefficients were computed between the two variables across the four repeated measures. A positive increase in the degree of correlation between the two variables was observed during the concurrent decline in egocentrism and antisocial behavior. Alternative explanations for the increase in the positive degree of correlation were discussed. Finally, some findings not accessible through the methods of quantitative data analysis were explored. Given the efficacy of the multimodal treatment program in reducing egocentrism some examination of the qualitative aspects of the subjects' idiographic material was considered to be appropriate. Based upon a discussion of the study's outcome implications for treatment and directions for future research were suggested.

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Let the storm burst, my fixed resolve still holds,
To learn my lineage, be it ne'er so low.
I, who rank myself as Fortune's favourite child,
The giver of good gifts, shall not be shamed.
Thus sprung why should I fear to trace my birth?
Nothing can make me other than I am.

- Oedipus the King, Sophocles -

C H A P T E R I

INTRODUCTION AND BACKGROUND

In the study of human development in general, and adolescent development in particular, the formation of individual identity emerges as a central theme. Whether viewed from a psychoanalytic model, a cognitive developmental model, or a behaviorist model, one clear consensus among adolescent developmental theorists is that identity formation takes place within two arenas, the personal and the social.

While colloquialisms such as 'identity crisis' and 'finding an identity' are commonplace today, the human concern with the nature and role of personal identity can be traced back to earlier times. The same concerns are seen in earlier twentieth century psychological theory. William James's (1910) notion of the "social self", George Herbert Mead's (1934) and Harry Stack Sullivan's (1953) conceptions of the self as a precipitate of social appraisals, and Alfred Adler's (1956) Individual Psychology are but a few of many examples.

The question of identity has just as frequently been the subject of great creativity in the fields of literature and philosophy, as witnessed in the works of Sophocles,

Plato, Shakespeare, and Golgol, among many others. The problem to be investigated in this paper is deeply embedded in the mystery of how human beings find their unique sense of identity in life. While such a broad topic ranges over many areas of the arts and humanities, the paper at hand will, for the most part, stay within the bounds of psychological and developmental theory.

Central to this paper's intended study of the effect of decentration activity on adolescent egocentrism and antisocial behavior is a synthesis of many seemingly incompatible theoretical perspectives on identity development. The following narrative is offered as a background to the problem.

BACKGROUND

The word identity is derived from the latin word *idem* which means 'same', as in the sameness of the essential character of a person, or sameness in all that constitutes the objective reality of a thing; selfsameness; oneness. An alternative definition holds identity to be "the condition of being the same with something described or asserted", e.g. the same size or same shape.

This bipolar ambiguity leads one to the conclusion that identity is at once idiographic (sameness over times allows one to establish an individual sense of identity or selfsameness) and pluralistic (those qualities possessed by individuals that make them alike or the same as one another).

An examination of the terms in common use in the psychoanalytic literature indicates that the identity terminology seems to fall into two distinct groups (Abend 1974). The first consists of statements about the self, e.g. self psychology, self representation, and sense of self. The second classification is more concerned with identity, e.g. ego identity, personal identity, sense of identity. Interestingly, Sigmund Freud (1949, 1969, 1977) never articulated a theoretical concept of identity or self. His presentation of individual development consistently reflects interactions between well defined structural

agencies within the human psyche without any clear definition of the self. Freud (1949) did however assign the role of mediation between the internal and external frames of reference to the ego which "... has the task of self preservation. As regards external events it performs that task by learning to bring about expedient changes in the external world to it's own advantage. As regards internal events it performs that task by gaining control over the demands of the instincts".

Abend argues that different writers tend to use different terms to describe essentially the same thing and when "such linguistic complications are grafted onto a conceptual problem that has such inherent ambiguity to begin with, the results are altogether confusing and uneconomical" (1974).

Erik Erikson (1950, 1956, 1968) creatively resolved much of the conceptual ambiguity inherent in the construct when he wrote that identity "connotes both a persistent sameness within oneself and a persistent sharing of some kind of essential character with others". The resolution of the conflict between the personal nature of identity development and the social component is the cornerstone of his epic Psychosocial Theory, which underscores the role of society in psychological development. "The human being at all times, from the first kick in utero to the last breath is organized into groupings of geographic and historical

coherence: family, class, community, nation" (Erikson 1950). Successful identity development occurs when "at a given time [the ego] is strong enough to integrate the timetable of the organism with the structure of social institutions".

Since Erikson's original formulation (1950, 1956) the concept of identity formation has influenced not only adolescent developmental psychology and research but many other areas of social science. Many writers (Adams and Montemayor 1983; Fischer & Lazerson 1984; Conger & Peterson 1984) agree that Erik Erikson laid the foundation directing most of the research on adolescent identity development for over a decade when he published his classic work entitled *Identity: Youth and Crisis* (1968). His impact on the field of adolescent development has been monumental and most studies relative to identity development make reference to his work. As Schumer (1980) points out he is probably the dominant theorist in the field. Most reviews (Bourne 1978, Newman & Newman 1978, Logan 1983, Bernard 1981) of the empirical studies which attempted to operationalize the concept of ego identity conclude that virtually every one proceeded on the basis of some formulation of Erikson's concept.

The empirical validation of Erikson's epigenetic theory has been attempted in four major areas. Some scholars have focused on personality research which underscores the personal developmental characteristics of the theory (Marcia

& Friedman 1970, Matteson 1984, Marcia 1967, Waterman and Waterman 1970, Matteson 1974, Podd 1970). Others have stressed the theory's social aspects through the study of interpersonal relationships (Marcia 1976, Orlofsky 1973, Enright et al. 1983, Donovan 1974) and parental relationships (Josselson 1973, Donovan 1975, Douvan and Adelson 1966, Jordan 1971). The fourth area of study reflects a combination of both the personal and social through the study of moral reasoning (Podd 1972, Kohlberg 1964, Reimer et. al. 1983 among many others).

While Bourne (1978) reports that there are numerous ways of organizing the empirical literature on ego identity perhaps the best method for assessing the construct rests with the paradigm developed by James Marcia (1966). Since it's introduction in 1966 it has dominated the empirical study of identity development (Bernard 1981, Newman & Newman 1978, Bourne 1978). A review of thirty three studies on identity done after 1966 shows twenty nine of them employed Marcia's semi-structured interview technique. Marcia's (1966) conceptualization of identity reflects a synthesis of super-ego demands, ego ideals, individual capabilities, and society's expectations. Adolescents define a sense of meaning for themselves in life through a struggle with various role expectations and internal formulations and subsequently make relatively enduring commitments to occupational and ideological choices. Their choices then

provide them with an internal sense of self definition and an external place in the community. As Bourne (1978) writes "by my commitments I shall know myself and be known to others."

While a review of research findings regarding ego identity status is helpful in clarifying some of the contributors to the development of identity in adolescence, many of the facets of identity development that form the framework of Erikson's developmental construct certainly are not addressed by using Marcia's paradigm. The more subtle nuances implied in Erikson's work concerned with ego synthesis, temporal continuity and role stability reflect a dynamically based outlook that does not easily lend itself to empiricism. This is a common criticism of the psychoanalytic tradition whenever it's more esoteric features are confronted with the rigorous traditions of modern experimental methodology (Craig 1983). Erikson's emphasis on the intergenerational aspects of identity formation also seem to be overlooked in many of the empirical studies, at least in regards to the socio-cultural contributors. Hruska (1981) demonstrates that intergenerational social interactions take on significant developmental importance when adolescents act in relationship to important adult figures, arguing that young people need intimate relationships with caring adults, organized around meaningful activities, and that

"unfortunately the cultural developments of the last century have relentlessly lessened the number of adults with whom children interact in close, loving relationships".

Perhaps a synthesis of several different theoretical perspectives on human development would do much to stimulate a broader and more inclusive interpretation of adolescent development. Such a synthesis of different models viewed from the bimodal perspective of personal and social development could produce a rich and divergent array of themes which play important roles in the growth and development of adolescents.

The work of Adams (1977) is inspiring in it's ability to bring together so many seemingly incompatable developmental viewpoints. Drawing on the stage theory work of Looft (1972), Harvey (1961), Elkind (1967, 1978, 1979), Piaget (1958, 1960, 1965, 1967) and Erikson (1950, 1968), Adams suggests that normative sequential development of cognitive, ego, and psychosocial systems can be integrated in the interpretation of personal identity.

Identity formation calls for the integration of social experience and internal psychological development. A cognitive view (Piaget 1960; Elkind 1969; Flavell 1963; Selman 1980) suggests that the process calls for movement from an undifferentiated state to the complex differentiated state of formal operational thought. An analytic view (Blos 1962, 1979; A. Freud 1966; Hartmann 1950) suggests

that the ego holds the central role of integrating the internal thought life with the demands and nuances of the social world. Psychosocial thought (Erikson 1950, 1956, 1968; Marcia 1966) suggests that social interactions set the stage for crisis resolution with it's resultant developmental changes in ego identity. The more recent work by Kegan (1982, 1979) suggests that some of these dichotomies can be resolved if the construct of "the evolution of meaning making" is taken to be the central organizing principle of individual development. What is generally referred to as ego development and what Kegan calls 'meaning making' is reflected by Erikson's reference to a person's "capacity to unify his experience and his actions in an adaptive manner" and is accomplished through the Piagetian (Inhelder & Piaget 1955) process of assimilation and accommodation.

Each of these divergent theories appears to be effected by the developmental law of "decentering". When the individual reaches adolescence the cognitive ability to view the world from a multitude of perspectives transforms the ego into a vibrant synthesizer of social exchange. Such a synthesis of theoretical constructs suggests that identity formation in adolescence is a process of structural differentiation (which is the work of the ego in mediation between the external and internal world) and cognitive developmental growth. Successful resolution of these issues

will depend upon the the adaptive resolution of life crisis through a commitment to relationships and ideologies, the final outcome being identity achievement.

The problem to be investigated in this paper has its roots not in the resolution of the identity crisis of adolescence but rather in the failure to achieve identity resolution. Years of professional treatment experience with traumatized adolescents has revealed to me a curious fact about a particular population of adolescents struggling to know themselves in a complicated and often frightening world. Many children approach the threshold of adulthood in our culture with a sense of value, meaning, and self definition in their lives in spite of childhood developmental histories which reflect the most insidious forms of neglect, abuse, suffering, and loss. Likewise many children with similar and even stronger developmental histories find little meaning in life, struggle to find an identity, and enter early adulthood scarred, crippled, and despairing. Obviously the contributors to such a complicated and painful reality are as many faceted and confounding as the number of individual cases. However it is my view that a significant unifying construct that lies close to the heart of this particular mystery of human development is suggested in the literature on so called 'invulnerable children' (Anthony 1974; Werner 1982; Garmezy 1974, 1982; Rutter 1978, 1981). The most commonly shared characteristic

of children who overcome overwhelming developmental trauma and tragedy is an ability to form affiliation and attachment with others. Werner (1982) states emphatically that one of the chief contributors to the success of invulnerable children is their great interest in matters that are labelled in conventional wisdom as 'feminine'. They are more appreciative, gentle, nurturant, sensitive, and more socially perceptive than the young men and women who have difficulties in coping with the world around them. These are ideas that are explored at great length in the work of Gilligan (1982) who concluded that feminine development in particular and human development in general is ennobled and advanced through the use of attachment and affiliation.

There is little argument that in the case of the emotionally disturbed adolescent such skill is impaired (Neale 1966; Anthony 1976; Bettelheim 1950; Rutter 1981; Kernberg 1979, 1980). Besides the absence of the adaptive behaviors of attachment and affiliation, the traumatized adolescent often displays a high incidence of concurrent negative behavioral patterns that present as classical psychopathological syndromes, the majority of which conveniently fall under the broad umbrella of 'antisocial behavior'. While such behavior may be interpreted as adaptive and purposeful in terms of the traumatized adolescents quest for stability and meaning in an unpredictable world, none the less, society at large views

such action as self defeating and threatening. Consequently such children often find themselves with the internalized problem of identity diffusion, and the externalized problem of being labeled 'troubled', 'delinquent', 'out of control', 'sociopathic', or 'emotionally disturbed'.

One observes in the life of the emotionally disturbed adolescent such social discontrol and internal turmoil and confusion that the lack of resolution of both internally and externally based conflict seems painfully evident. In an earlier paper (Foltz, 1985) I explored the possibility that such a delay in pro-social development is reflective of an adaptive response to overwhelming developmental abuse, neglect and tragedy. There seems to be an implied safety in one's own point of view if experience has taught that trusting in the perspective of others will bring humiliation, pain, abandonment, and deprivation. While such an adaptive approach may spare the child a great deal of heartache it likewise assures her a sense of disconnectedness, unworthiness, and failure in the social realm.

As previously noted in this work, a synthesis of developmental theories concerned with identity development underscores the possibility that 'decentration' is central to the successful resolution of identity issues. Most views of adolescent psychopathology (Bettleheim 1950; Rutter 1981; Redl & Wineman 1951, 1952; Hartrup 1976; McCandless 1976;

Elkind 1976; Chandler 1973) support the notion that in many cases the root of social ineffectiveness lies within the child's inability to clearly differentiate between her own point of view that of others in the community. In psychological terms this reflects an embeddedness in their own point of view, which is the essential meaning of egocentrism. Chandler (1973, 1974) advances the argument that egocentrism may explain the etiology and symptomatic course of varying pathological forms of social incompetence. Looft (1971) argues that egocentrism "has been the central problem in history of human affairs". It is in their inability to take the view of others that I find so many adolescents stunted in the psychosocial resolution of identity issues and blinded to the interpersonal consequences of their anti social activities. It is suggested here that by practicing taking the view of others traumatized adolescents will become less embedded in their own viewpoint thereby allowing for the possibility of becoming more successful in forming attachments and affiliations in their interpersonal relationships and adopting a more pro-social behavioral style in social situations.

THE PROBLEM

Decentration and it's relationship to egocentrism and antisocial behavior in emotionally traumatized adolescents is the central problem to be examined in this study. This problem will be explored by examining the effect of perspective taking skill training on the level of egocentrism and observable antisocial behavior patterns in emotionally traumatized adolescent females.

THE METHOD

Two methods of decentration training will be compared through the use of randomly assigned treatment groups in order to ascertain the efficacy of a wide ranging, multimodal perspective taking training program in comparison to the more singular use of video dramatic role taking training. Preintervention, postintervention, and follow up measures of antisocial behavior and self reported egocentric thought will be statistically analyzed to determine the possibility of a reduction in antisocial behavior and egocentric thought in a group of clinically disturbed adolescent females.

SIGNIFICANCE OF THE STUDY

The remediation of antisocial behavior in emotionally traumatized adolescents is a very complicated and frustrating task. Society at large continually argues over how best to attack the problem. Should we rely upon education, or the criminal justice system? Should we use individual clinical services or treat family systems? In cases of the most severely traumatized adolescent the field narrows to a few proven methods that seek to combine the disciplines of education and criminal justice, family work and individual counseling, social case work theory and classically based operant conditioning. This study seeks to explore a new method which may be used to augment some of these more traditional interventions. If antisocial children are to make use of any of the broad range of services outlined above perhaps the outcome would be more favorable if they were less embedded in their own point of view.

Beyond the treatment implications of this study lies the possibility of a significant theoretical contribution to the study of identity development in adolescence. If decentration can help traumatized adolescents become less egocentric, perhaps their chances for attachment and affiliation will increase, allowing them the opportunity to find themselves through others.

C H A P T E R I I

REVIEW OF THE LITERATURE

The history of the study of egocentrism in children grew out of the interest in nonrational thought, which was one of the preoccupations of the new disciplines of psychology, cultural anthropology, and psychoanalysis that emerged at around the turn of the century. Much of this work (excluding the psychoanalytic) was carried out within a Darwinian framework, which suggested that rational thought evolved from nonrational thought much the same as *Homo sapiens* supposedly evolved from earlier non culture bearing anthropoids. Cultural anthropologists found evidence of primitive thinking among esoteric people living in remote places, cultural historians found evidence of primitive ideas in earlier eras of western society, and developmental psychologists found evidence of nonrational thought among children. Freud noted primitive "primary process" thinking in the dreams, fantasies and free associations of normal as well as disturbed adults.

In a series of classic studies Piaget (1929, 1948, 1951) dealt with non rational thought from a perspective that was at once empirical and philosophical.

Because esoteric people and children could entertain false notions about the world, experience could not be the sole source of knowledge. His view suggests that people live in world that is, at least in part, one of their own making, where primitive or egocentric thought is unshared and unsocialized thought.

Egocentric thought, according to Piaget, could be reshaped through the processes of assimilation and accommodation and become more social in nature, an idea later echoed in Sullivan's (1953) notion of 'consensual validation'.

Piaget (1958) found that from childhood through adolescence each of the major stages of cognitive development he investigated possessed its own characteristic form of egocentrism. Perhaps the chief investigator to date on the subject of adolescent egocentrism is Elkind (1967, 1978) who's work expanded upon Piaget's original cognitive construct through the application of personality theory. Elkind's work has inspired multiple empirical investigations (Elkind and Bowen 1979; Enright and Skula 1979; Enright et al. 1980; Rubin 1972; Adams and Jones 1971) into adolescent egocentrism, usually using the construct as a dependant variable in relation to such independant variables as age, gender, family structure etc. Others have demonstrated that in the case of adolescent development the formation of interpersonal relationships and the growth of moral

judgement is contingent upon an ability to become less embedded in one's own viewpoint and take the perspective of others (Selman 1980; Kohlberg & Gilligan 1971; Flavel 1968; Feffer 1959).

This study has been greatly influenced by the research found in a body of literature which indicates that decentering and experiential role taking exercises (especially the use of film making exercises and video taped dramatics) have been most effective in the promotion of role taking training in emotionally disturbed and delinquent adolescents (Simeonsson et al. 1979; Gelcer 1978; Chandler 1973; Chandler et al. 1974). The unifying factor in this body of literature has been the measurement of role taking ability in subjects subsequent to their exposure to various experimental situations employing methods that call for cognitive, affective, perceptual, or experiential decentration. While the study at hand is not interested in the quantification of role taking ability per se, I will attempt to draw upon the methods outlined in this literature in order to test the efficacy of such methods in the promotion of prosocial behavior in a group of severely emotionally traumatized adolescent females. Further, the intent of this study is to examine the effect of such methods on the quality of self reported egocentric thought in such a population.

The following detailed review of some of the previous studies will help to clarify the foundations of the work at hand.

In one experimental study by Blacher-Dixon and Simeonsson (1978) developmentally disabled children of comparable intelligence and age were grouped according to high, intermediate or low role taking ability. The intermediate grouped children were given an experimental task requiring them to adopt the perspectives of other people, i.e. to "stand in the shoes of another person". The procedure was found to be differentially effective in that the high and low group remained unchanged across two testings for role taking ability while the experimental group showed a significant improvement in role taking ability.

The use of socio-dramatic exercises as part of a deinstitutionalization program for adults has been described by Klepac (1978). Practicing role taking through drama allowed for a more functional and effective social adjustment and indicated a decrease in fearful responses to problem solving situations.

In a study done with behaviorally disordered preschoolers Strain and Wiegerink (1976) demonstrated that the use of socio-dramatic activities, in which children assumed different roles of characters in a story, was associated with an increase in observed social play.

Gagnon (1979) reports that the use of the psychodrama techniques developed by Moreno (1946) were effective in the treatment of adolescent twin sisters with the rare psychotic disorder known as folie a deux. The use of dramatic exercises in conjunction with standard psychopharmacology over a period of seven months allowed both women to overcome their psychosis and depression, and become brighter, more optimistic and alert. Eight months following treatment both women were medication free and showed no indication of their earlier unhealthy dependency.

Perhaps the work of Michael Chandler has had the greatest amount of impact on related research in this area with adolescent subjects. Chandler (1973) attempted to remediate deficits in role taking skills of 45 chronically delinquent boys. After documenting significant differences in role taking abilities of delinquent and non-delinquent subjects, the delinquent subjects were randomly assigned to one of three treatment groups. One group was enrolled in an experimental program which employed drama and the making of video films as a vehicle for providing remedial training in role taking. The remaining subjects were assigned to either placebo or non-treatment control conditions. Pre and post intervention comparisons indicated that only subjects in the experimental group improved significantly in their role-taking ability. An eighteen month follow up study

showed these improvements to be associated with significant reductions in delinquent behavior.

In a second related study Chandler, Greenspan, and Barenboim (1974) studied the role taking and referential communication skills of one hundred and twenty-five institutionalized emotionally disturbed children. Following preintervention measures the subjects were assigned randomly to one of three experimental groups. One third of the subjects were assigned to non treatment control group, one third participated in a referential communication skill training program and the final third participated in a video drama production treatment which employed drama and the making of video films as vehicles for providing remedial training in deficient role taking skills. It was reasoned that this training experience might aid the subjects in stepping outside of their own egocentric vantages and in assuming roles or perspectives different from their own.

The outcome of this study supported the following: First, that institutionalized emotionally disturbed children typically display marked developmental delays in the acquisition of role taking skills. Secondly, such deficits can be partially remediated through the use of video training programs. And finally, limited support was shown for the proposition that an improvement in role taking skills would be associated with a meaningful improvement in social competence.

Chandler's work was expanded upon by Dequine and Pearson-Davis (1983) in a study of the effects of videotaped drama on social attitudes and locus of control in emotionally disturbed adolescents. Scores for a randomly assigned experimental group on measures of locus of control supported the hypothesis that videodramatic treatment showed a significant increase in a sense of control over their own lives when compared to a nontreatment control group. This study also demonstrated some support for a measurable increase in socially appropriate behavior in the treatment group.

Finally, Gelcer (1978) employed a combination of role playing, games, stories, and 'arguments' in an experimental investigation of social decentration ability in thirty emotionally disturbed institutionalized adolescents.

Her study corroborated the general clinical observations that emotionally disturbed individuals demonstrate both behavioral problems as well as faulty thinking about themselves and others, as Neale (1963) among others demonstrated. Gelcer's results showed significant improvements in the social decentration ability of the experimental group when compared to a control group. Further evidence to strongly support an increase in appropriate social behavior in a classroom setting was also associated with the treatment group. Some evidence to support an increase in appropriate social behavior on the living units was also associated with the treatment group.

This review of related research indicates that a 'side effect' of many of these studies, regardless of original intent, appears to be a decrease in negative social behavior in experimental subjects who were trained in experiential role taking tasks. One specific purpose of this study is to focus specifically on the promotion of pro social behavioral change in emotionally disturbed adolescent females through the practice of videodramatic perspective taking strategies. As I began to work on the design of this type of intervention I was discouraged by a singularly thorny concern that seemed to be reported in each of the above studies. In the use of video dramatic exercises each experimenter was confronted with the problem of coming up with creative material to be used as 'scripts' for the

subjects. In some cases the material was allowed to slowly evolve out of long term group interaction (Chandler 1973). In others a sketchy outline was supplied by the experimenter as fodder for creative group reorganization (Dequine and Pearson-Davis 1983). In another approach the idea of drama was replaced with a simpler model calling for the introduction of 'games' and 'exercises' which may have effectively neutralized the creative process of the experimental subjects (Gelcer 1978).

I found each of these alternatives to be of limited value for the study at hand. Given the depth of trauma experienced by the subjects to be used in this study I sensed that a more detailed and structured approach would be needed in order to make them feel relaxed enough with the procedures to act in a truly liberated and creative manner and also be unrestrained enough to actually decenter and take on the role of another human being.

As I examined this dilemma in light of the second purpose of this study (i.e. the impact of video dramatic role taking on the level of self reported egocentric thought content of such a population) I concluded that the solution was to make use of the methods reported in various other forms of decentration literature, as classified by Klepac (1979) into three distinct classifications, perceptual, affective, and cognitive decentration. Augmenting the experiential role taking training with the concrete methods

used in other studies would allow the subjects to practice and incorporate in increments the decentration skills required by the more sophisticated task of video dramatic role taking. Such an approach would eliminate the problems noted in earlier research by offering the subjects a very structured approach to the experimental milieu.

The following brief review of previous research is offered to clarify the meaning behind each of the various decentration methods.

Perceptual decentration. This represents perhaps, the lowest order of decentration reported in the literature but one of the building blocks upon which other types of role taking rely. The classic study which has influenced many experimental reports on perceptual egocentrism was first carried out by Piaget (Piaget and Inhelder, 1956). In this procedure, commonly referred to as the "Test of Three Mountains" subjects are asked to consider how a cluster of papier-mache' mountains might appear to someone occupying a perceptual vantage other than their own, and to communicate this understanding by selecting a picture descriptive of that vantage from a set of available photographs or line drawings. Egocentrism is expressed in this procedure by choosing, as descriptive of someone else's perspective, a picture more representative of one's own point of view.

A second form of perceptual decentration is reported in the work of Bender, Carlson, and Johnson (1978). In their reported box task subjects were asked to view a large cube (4 ft. x 4 ft. x 4 ft.) from a distance, each side of which was covered with a different color (red, black, green, yellow, white). In addition, a smaller replica of the box was given to the subject (6 inches x 6 inches) to manipulate as she chose. The subject was given the small box to hold, shown how the large box had the same colors, and asked to name the colors. The large box was then moved to a table with the black side facing the subject. The subject was shown how she could turn the black side of the replica in her hands to also face herself. A small doll was then placed in five positions around the box (four sides and top) and the subject was asked to name the color the doll saw. The subject was reminded she could use the small replica as an aid. The doll was positioned in random order and the subjects accrued points on a role taking task for each correct response.

Physical displays such as these guarantee an unambiguous presentation of the perspective taking skills of the subjects when presented with highly concrete and impersonal visual cues. Piaget's view argues that this type of decentration is a building block for higher order decentration skills.

Cognitive Decentration. In contrast to the more perceptually based procedures reported above this area of research focuses on the measurement of egocentrism in a more interpersonal context and considers perspective taking skills in a somewhat more social and metaphoric sense.

The Role Taking Test devised by Feffer and Gourevitch (1960) requires that subjects tell and retell stories to the same Make a Picture Story and Thematic Apperception Test pictures, alternately taking up the various roles of the individual characters portrayed in the pictures. Non egocentric thought is indexed in this procedure by descriptions which assign to the different characters alternate interpretations of the same events.

Chandler and his co-workers (1971) developed a series of cognitive perspective taking measurements which require that the subjects attempt to occupy perspectives which have been systematically arranged so that they differ from their own in precise and easily identifiable ways. One of these measures, for example, consists of a series of cartoon sequences which subjects are asked to describe, first from their own perspective, and then from the point of view of a late arriving story character who has access to less information than themselves.

A third method of cognitive decentration, and one which is my particular favorite, is described in the work of Flavell and his coworkers (1968). The subjects are given a seven

card picture story which sequentially would elicit stories something like the following: a vicious dog chases a terrified boy who finds refuge by climbing a handy tree, once secure there he takes advantage of the kind of tree he happens to have climbed by eating an apple. By deleting three of the seven cards (the cards which depict a threatening dog) the story changes to become a tale of a boy climbing a tree to enjoy an apple. The subjects are then told that a third person is going to join him and be shown only the four card sequence. The task assigned the subject is to predict the outcome of the tale given by the naive third party. The measure of decentration is based upon the subjects ability to take the less informed view of the new person.

These exercises are particularly helpful in assessing the cognitive egocentric view of adolescents in that they reflect the Piagetian notion of formal operational thought. Successful cognitive manipulation of the information available in this type of experimental technique requires the subjects to "think about thinking", one of the hallmarks of adolescent cognitive development.

Affective Decentration. Another group of role taking measures frequently employed in the literature consists of procedures which are less psychometric than those already described and which rely instead on efforts to infer role

taking skills from attempts to understand and report the feelings of others. Like other studies of social role taking, these investigations have stressed the distorting influence which the thoughts and feelings of their subjects exercise over efforts to recognize and understand the feeling states of others. Perhaps Elkind's work (1967, 1978) describing the imaginary audience and the personal fable best illustrates this phenomenon. In his view adolescents are unable to clearly understand the way other people feel because they sense that they are "on stage" and under the scrutiny of others, in turn they tend to project their own feelings onto others so that their particular idiosyncratic affective condition colors the world at large, inhibiting their ability to objectively assess other people's true feelings.

Selman (1984, 1980) has studied the promotion of social competence and the building of friendships in children through the use of affective decentration. Using a 'friendship domain interview' he expanded on the work of Gottman, Gonso and Rasmussen (1975) and Renshaw and Asher (1982) who demonstrated that unpopular children use self defeating methods in attempting to establish friendships. Selman demonstrated that positive social interaction and friendships can be promoted through the implementation of a structured interview technique used with children and adolescents following the reading of a highly charged

affective story. The material in the stories reflect interpersonal conflicts centering around attachment and loss issues, such as the death of a pet dog, or the arrival of a new student at the beginning of a school year. The friendship domain interview questions center around such issues as interpersonal motives, closeness-intimacy, trust and reciprocity, jealousy, and conflict resolution. The task of the interviewer is the promotion of affective decentration on the part of the subject. By using these stories in clinical situations Selman has demonstrated an improvement in interpersonal understanding and friendships in an experimental population.

Reimer, Paolitto, and Hersh (1983) have demonstrated a curriculum based upon the Moral Development and Moral Education theories of Lawrence Kohlberg (cite endless). By using moral dilemma stories as the basis for affective decentration in the classroom setting teachers can effectively develop a "just community" within a school environment. By encouraging students and faculty to pay attention to the affective state of the people around them a better understanding of individual differences emerges along with a concurrent commitment to a more just community existence.

Affective decentration is perhaps the highest order task described in this review and most probably the area in which emotionally traumatized adolescents display the

greatest deficiency. Certainly lack of mastery in this area is reflected in antisocial behavior. Elkind (1976) suggests that in this area, perhaps more than any other, egocentrism seems most closely related to psychopathology. Kernberg (1979, 1980) also finds evidence of poor interpersonal affective understanding in certain types of psychopathology, most certainly in the narcissistic personality disorders.

The study at hand has been greatly influenced by the research reviewed above, which indicates that decentering and experiential role taking exercises (especially the use of film making exercises and video taped dramatics) have been most effective in the promotion of role taking training in emotionally disturbed and delinquent adolescents (Simeonsson et al. 1979; Gelcer 1978; Chandler 1973; Chandler et al. 1974). Role taking in this context is taken to be a multidimensional cognitive skill requiring increasingly sophisticated decentering ability when confronted with perceptual, cognitive and affective tasks. The emphasis in these studies has been on the empirical measurement of various groups of children and adolescents' ability to cognitively 'place' themselves in the situation of a third party after they are given cognitive, perceptual, or affective cues. The main assertion of this style of research has been that cognitive role taking ability is a strong indicator of an adolescent's ability to socially

understand another's viewpoint which may in turn impact on her ability to think in a less egocentric manner.

The goal of the present research is to attempt to apply the methods of the earlier research to a group of clinically traumatized adolescents in order to determine if experiential role taking exercises (e.g. a video taped perspective taking training program) will effect a measurable decrease in observable anti-social behavior and a measurable decrease in the self reported egocentric thought patterns of a group of emotionally traumatized adolescent females. Further it is the intent of this study to see if a combination of decentering activities (perceptual, cognitive and affective) in conjunction with the experiential video dramatic training program will produce a stronger prosocial outcome than a treatment that uses only experiential role taking training. The major difference between this work and some of the earlier research is an attempt to operationalize the theoretical components of the role taking literature in the hopes of testing a new method of treatment for antisocial behavior in emotionally traumatized adolescents.

C H A P T E R I I I

METHOD

The primary objective of this study was to examine the effect of decentration on the level of egocentrism and the observable antisocial behavior patterns of emotionally traumatized adolescent females through the comparison of two perspective taking training programs. A secondary objective of this study was an examination of the nature of the relationship between the variables of egocentrism and antisocial behavior. The treatment effects and correlation between variables were tested by the following hypotheses:

- Hypothesis 1: A multi modal perspective taking skill training program (i.e. one that includes perceptual, cognitive, affective, and experiential or video dramatic decentering exercises) will produce a stronger decline in antisocial behavior and a stronger decline in the level of egocentrism in a group of traumatized adolescent females than a program that uses only the singular method of experiential or video dramatic perspective taking skill training.
- Hypothesis 2: A strong correlation exists between antisocial behavior and egocentrism. As egocentrism declines antisocial behavior will also decline.

Subjects

The twenty three subjects used in this study were all students enrolled in a residential treatment facility located in North Central Massachusetts. The facility is operated by the Massachusetts Protestant Social Services Incorporated and has been serving severely traumatized adolescent females from the greater New England area for twenty four years. The stated mission of the organization is the provision of care, protection, education and support to young women who have been the victims of abuse, abandonment, neglect or loss and the remediation of their subsequent disabilities through the combined efforts of the disciplines of Psychiatry, Psychology, Education, Nursing, Social Work, Vocational Training, and Recreational Therapy. The total population of this program is thirty students when at capacity, and the average length of stay is thirteen months.

The subjects used in this study ranged in age from twelve to seventeen years (Mean Age = 14.4) and came from lower to middle socio-economic class backgrounds. These students were in placement for behavioral and affective disorders which etiologically are reflective of developmental histories of abuse, neglect, and trauma of the most severe nature.

The population was characterized interpersonally as antisocial and had evidenced chronic adjustment problems at home and in school. Generally their problems were viewed as situational in nature and most commonly fit the DSM III (1983) diagnostic indicators for the syndromes entitled Depression (with suicidal ideation, intent or self destructive impulsivity), Dysthymic Disorder, Adjustment Disorder of Adolescence, or, Conduct Disorder (both socialized and undersocialized, aggressive and non-aggressive), with various concurrent differential personality disorders, most commonly, borderline personality disorders or oppositional personality disorders. Overtly psychotic and/or seriously retarded children are routinely excluded from admission to this facility. The intelligence level of the group fell within the average and low average range (WISC-R = 85 - 110) with a generally marked elevation in their performance subscale scores when compared to their verbal subscale scores. Generally speaking these students had experienced chronic failure in their academic and social worlds and displayed negative self images. The agency attempts to select students who express a desire for change, but the over all negative quality of life experienced by these children tends to color their outlook on the world, consequently they tend to view most caring relationships with suspicion and distrust, and are quick to verbalize negative feelings towards their placement and caregivers.

Instruments

The assessment of egocentrism in this study was completed through the use of Exner's (1973) Self Focus Sentence Completion Test of Egocentricity (SFSC). This instrument is a thirty item sentence completion blank in which most of the stems contain a self reference (I, my, me, etc.). The response to the stem is scored for reference to an external vs. an internalized frame of reference, which provide a useful index of egocentricity as a response orientation or style. Exner suggests an "egocentric balance" which is a ratio of internal to external world responses, a postulate which he demonstrates to be compatible with several theoretical positions. Exner offers normative data for over 2,500 non psychiatric subjects representing five different kinds of populations, and 273 psychiatric subjects representing nine different diagnostic groups, including high risk, acting out adolescents.

Exner reports the results of three different reliability studies for this instrument completed by licensed clinical psychologists and graduate psychology students scoring between thirty and fifty protocols in each study which were selected at random from samples of 800 completed tests.

Reliability coefficients for the first study were: Self focus, $r = .94$ External focus, $r = .91$, for the second study: Self focus, $r = .90$ External focus, $r = .87$, and for the third study: Self focus, $r = .97$ External focus, $r = .93$. Similar reliability scores for four subscales were also obtained in these studies.

The data from these three reliability studies indicates that while some inter-scorer differences do exist, they are generally modest and within acceptable limits. For this study the author determined inter rater reliability by obtaining scores for nine randomly chosen protocols completed by two scorers with graduate training in psychology and comparing their results with the authors scores on the same protocols. The inter-rater percentage of agreement on this instrument was determined to be: Self focus = $.91$ External focus = $.83$. Following this determination all of the remaining protocols across four administrations were scored by the author ($N = 96$).

Exner reports a number of validation studies which have been completed on the SFSC. In general the validation of the instrument has involved a test - retest procedure which was conducted with various populations (i.e. a psychiatric population, psychosomatic population, peace corps volunteers, job placement follow ups, etc). The results of the pre post differences were compared with the success/failure rates of the subjects scores on other

instruments. A move towards a more normative position on the other scales compared favorable with a move towards a more balanced position on the SFSC ratio of Self/External responses, based upon Exner's position that the distribution of the standardization population shows a balance between internal and external responses to the SFSC at the mean.

Relative to the study at hand the most significant validation study was completed on a group of 38 acting out adolescents who were referred to an outpatient psychiatric counseling facility. The SFSC was administered to the Ss at the onset and termination of psycho-therapeutic intervention. Teachers and parents rated the the Ss prior to treatment using the Katz Adjustment Scale (Form R), and repeated the rating two months after treatment was terminated. Post test findings indicated that twenty four were rated as significantly improved and 14 were rated as unimproved or worse. The S/E ratio on the Exner SFSC shifted significantly ($p < .05$) for the improved group while remaining essentially unchanged for the unimproved group. Similar results were demonstrated in five other tests with clinical and normal populations in various settings.

Operationally the S/E ratio is defined by Exner as an index of "egocentric balance", where responses to the SFSC represent some form of response style common to the respondent which concerns her tendency to be self centered or other centered at a given time. Exner calls attention to

the fact that his work presents a nomothetic base against which either group or individual responses to the SFSC can be compared in order to provide some understanding of the extent to which an individuals concern is with herself or the external world.

Of equal importance to this study is Exner's assertion that the instrument also offers reasonable clinical utility as an idiographic projective resource. For the purposes of the present study the instrument was used to interpret the quality of self/other idiographic material presented by the Ss before and after treatment as well as a measure a self reported change in egocentric focus.

The assessment of antisocial behavior in this study was completed through the use of of the BSAG (Bristol Social Adjustment Guides, 1985 edition) developed by D.H. Stott (1970). This is a rating scale of observable social behavior. Specifically it focuses on those behaviors that are considered vital for social interaction, and is especially recommended for use in the assessment of treatment effects (Gelcer 1978, Stott 1970). In this study it was used for a pre and post intervention measure of actual observable decreases in antisocial behavior. Scoring the BSAG yeilds two major behavioral clusters:

1. Under-reaction, which describes withdrawn and unforthcoming behavior and is differentially related to diagnostic indicators for depression; and

2. Over-reaction, which refers to impulsive and hostile behaviors and is differentially related to diagnostic indicators for the conduct disorders.

The addition of the Under-reaction and the Over-reaction scores yields a Total Maladjustment Score, which indicates the child's deviance from the socially accepted norms. A Total Maladjustment score of between 17-18 points is considered the baseline for maladjustment in adolescents.

For the present research two separate BSAG scales were used. One for the evaluation of behavior in the school setting and one for the evaluation of behavior on the living units, or during group life. Both scales require ratings of the child's interaction with adults, peers, and her own personal management across a wide range of social situations.

Stott reports a coefficient of reliability for the BSAG, calculated by Winer's formula, to be:

BSAG total score:	.80
Under-react	: .74
Over-react	: .91

It is seen that there is a uniformly better correlation between Over-reaction to Under-reaction scales. This is no

doubt due to the unobtrusiveness of under-reaction, and the difficulty so far as unforthcomingness, withdrawal, and depression are concerned in discriminating between various kinds of "non-behaving".

Stott reports three major validity studies of the BSAG, of which the following example seems most relevant to the present research. In a 1970 study of 133 juveniles who had been involved with the police, because of acts of social deviance, demonstrated a close relationship between the number of offenses reported on an individual and the total maladjustment score of the BSAG. The BSAG antisocial behavioral descriptors were marked four times more frequently for the delinquent group than for non offenders (Stott et al 1973).

The BSAG was also chosen for this research because of it's easy adaptability to the setting. The behavioral descriptors are clear and unambiguous, lending face validity to the instrument and allowing for uncomplicated training of the behavioral raters.

The present research required the training of two independant raters to act as scorers of the BSAG, one in the school setting and another on the living unit. Gelcer (1973) reports that previous use of multiple group life BSAG raters resulted in rater bias that reflected low objectivity in a study on emotionally disturbed children. (I discussed the possiblity of training one rater only for group life use

of the BSAG with her and she corroborated my sense that this method would eliminate the previous design drawback). The two raters used in this research have each worked with emotionally disturbed children in a group life setting for over ten years and have extensive experience and sophistication to draw upon in their observances of overt social behavior. The instrument and scoring sheet were introduced to the raters at the first of two forty five minute training sessions. The training session focused on clear, descriptive definitions of each behavior listed on the protocol. Following the didactic training the raters were instructed to describe examples of each behavior in an anecdotal manner based upon personal experience. This form of training allowed for clarification of overt differences between raters. At the end of the second training session the raters randomly selected student score sheets from the total treatment population and assessed them on the BSAG scoring protocol. Subsequently I calculated the inter-rater percentage of agreement to be .85 . These two raters were then used to administer the BSAG protocols to every student, (one in the school setting, one in the unit life setting), across four administrations. The author scored each protocol independantly following the administration.

Assessment Procedures

One week prior to the start of the treatment intervention all of the subjects were pre tested with the proscribed measures. The SFSC was conducted in the schoolhouse during regular classroom time. The BSAG rating for unit behavior and school behavior was completed by the trained raters during the same day. Prior to the administration of the SFSC the author met with the Ss, went over the intended treatment and indicated that the at the end of the intervention the Ss would hopefully feel better equipped to understand how they and other people think and feel in the world. It was further explained that some of the Ss would be participating in a project that would take six weeks of training time and that others would be in project that lasted three weeks, and that in order to be fair the assignments would be made by "drawing their names out of a hat". The author then asked the Ss to fill out a release form indicating that they were participating in this training program voluntarily and that if at anytime they wished to withdraw from the activities they could do so without fearing retribution.

Following the adiministration of the pre treatment measures and one week prior to the beginning of the training program the Ss were randomly assigned to one of two treatment groups.

Treatment Group A consisted of Ss (N = 11) who participated in a multimodal training program that included six weeks of decentering exercises designed to address four major theoretical areas of self focus:

- a) perceptual decentration -- one week of training
- b) cognitive decentration -- one week of training
- c) affective decentration -- one week of training
- d) experiential decentration (which called for video dramatic exercises) -- three weeks of training

Treatment Group B consisted of Ss (N = 12) who participated in a three week program of decentration focused on the singular method of experiential decentration preceeded by an initial three weeks of placebo treatment:

- a) placebo treatment -- three weeks of non treatment
- b) experiential decentration (which called for video dramatic exercises) -- three weeks of training.

The design of this intervention called for all treatment sessions to occur in small groups during regular school hours and was presented to the Ss as a school class activity. The placebo treatment during the first three weeks of training program called for the Ss to participate in regular small group classroom activities as scheduled (e.g. English, Reading, Math, Science, Computers, Arts etc.). The final three weeks of treatment intervention which called for the video dramtatic exercises was

implemented with both treatment groups during the same time period. In effect this design called for three weeks of pre treatment for Group A followed by three weeks of identical treatment for both Group A and Group B.

Each of the groups was assessed with the three measures (BSAG Unit, BSAG School, Exner's SFSC Test of Egocentricity) across four repeated testing times as follows:

Measure one: Pre test all Ss one week prior to onset of treatment and assignment to treatment groups.

Measure two: Intermediate test of all Ss following the first three weeks of activity (Group A's initial decentering exercises and the placebo treatment in Group B).

Measure three: Post test all Ss at the end of six weeks of activity (which included the video dramatic intervention with both Group A and Group B).

Measure four: Post test all Ss three weeks following the completion of all the training sessions.

Each of the repeated Exner SFSC measures were given to the groups following verbal instructions from the author which stated in effect that the objective was to complete every one of the thirty sentence stems in a manner that best represented their current thinking and feeling. The Ss were asked not to speak during the testing time in order to assure that they not influence each others responses. The Ss were asked to date their face sheet. It was stressed to them that they need not put their names on their test in order to assure confidentiality (each Ss was assigned a number which the author recorded on the test as the student handed it in, the numbers corresponded to a master list).

Each of the repeated BSAG Unit, and BSAG School measures were distributed to the trained raters on the same calendar date that the Exner SFSC data was gathered with instructions to return the data within twentyfour hours. The raters were instructed to base the first pre test rating on a global assesment of observable social behavior prior to the beginning of the treatment intervention and to base the subsequent assessments on observable social behaviors occuring during the time period immediately following the preceeding assessment in order to take into account treatment effects.

All of the measures were scored by the author within forty eight hours after collection and the results were indexed, tabulated and stored in a separate file for each assessment period.

Training Procedures

During the first three weeks of the treatment program all of the Ss randomly assigned to Group B followed their regular daily classroom routine which constituted the placebo treatment. The class activities were structured small group (N= 4 or 5) activities focused on instructional training and group interaction.

The Ss assigned to treatment Group A were subdivided into three smaller groups (N=3 N=4 N=4) according to the random sequence of the initial drawaing (e.g. the first four names drawn for Group A constituted sub group one). In order to complete the first phase of the training each subgroup met for a period of one and a half hours, two times a week, for three weeks (Total training time phase one = 9 hours). The training exercises for week number one focused on perceptual decentration, the training exercises for week number two focused on cognitive decentration, and the training exercises for week number three focused on affective decentration. Each of the training sessions was conducted in a large, carpeted, attractively furnished room, well ventilated with soft lighting. The room was comfortable and allowed the Ss to be relaxed and at ease. Each session began promptly on time and while the atmosphere was congenial and supportive the author took great care to structure the sessions in a way that would keep the group on

task and forward moving in order to insure that anxiety and stress due to ambiguity not confound the groups training time.

The following training schedule was implemented in order to sequentially focus on the decentration activities which comprised the 'pre-training' component of the multimodal treatment program (e.g. perceptual, cognitive, and affective decentration). The following narrative will touch on the major theoretical constructs underlying each of the separate pre-training activities. (N.B. For a more detailed description of each training activity, as well as materials, format, and anecdotal observations please refer to the annotated appendices.)

Training Procedure Week One -- Perceptual Decentration.

The training began with a brief review of the objective of the training and an opportunity for the Ss to ask questions and clarify any extraneous issues relative to the course. Following the introduction the group participated in the following four perceptual decentration tasks during two training sessions.

Task One: The Story of Copernicus.
Task Two: Visual Decentration.
Task Three: The Box Task
Task Four: The Telephone Task

It was important during the perceptual decentration training exercise for the Ss to begin to grasp the concept that different individuals in different physical settings actually perceive the world in strikingly different ways, and that if a person takes the time and effort to try to "see" the world from someone else's view (perceptually decenter) the opportunity allows for a new way to understand other people and the world. The story of Copernicus offered an excellent example in that the story represents a historical representation of how this phenomenon inspired international debate and changed the face of the world and history.

During the "Visual Decentration Task" the Ss were asked to focus on the fact that each of them, based upon their physical location, had a different view of the room. The task was to perceptually decenter, see the room from another's vantage, and report to the group what the other chosen person was seeing.

The Box Task (which was a modified version of an exercise initially designed for the measurement of role taking skills in young children) called for the presentation of two identically marked cubes, with various colored visual cues covering each side (e.g. a golden sun, a green smiling

moon, a red rose, a violet ball, a blue star, or an orange square). These symbols were placed on the sides of both of the boxes in the exact same order, and the graphics on the smaller box were adjusted to scale so that for all practical purposes the two boxes were absolutely identical except for size. One significantly larger cube was placed before the group, the smaller identically marked cube was given to one of the Ss for manual manipulation. Given that everyone in the room had a different vantage point when viewing the larger box, the task called for the S with the smaller, hand held box to identify the symbol that was observed on the larger box by each of the other members of the group.

This Telephone Task was introduced to the students as an opportunity to try to understand the phenomenon of perceptually "putting themselves into the place of someone who was not in the same location as they were". The group was taken to three different locations within the school's buildings (each location was equipped with a telephone intercom system) and asked to spend time (5-7 minutes) visually trying to familiarize themselves with the idiosyncracies of each room. The members of the group were then asked to separate and go to assigned places in one of the previously viewed rooms, one or two Ss to each of the three areas. The Ss were given the task to "call a student in one of the other rooms" and have a phone conversation in which the Ss were to try to ascertain the position of their

counterpart in the other room, decenter and describe the physical surroundings experienced by the person on the other telephone. The callers were instructed to focus on placement, color, sounds, smells. After each conversation the roles were interchanged and the listener became the talker. (For a more detailed description of the perceptual decentration training procedures please refer to appendix B).

Training Procedure Week Two -- Cognitive Decentration.

These sessions began with a statement about the difference between perceptual decentration and cognitive decentration. The author suggested to the group that just as people have different visual points of view on life, likewise different people can be involved in the same event and have different thoughts about what is occurring. It was further suggested to the group that this area of decentration was a little more complicated than the first week's training in that we were going to be dealing with material that could not be seen. It was stressed that with practice they could learn to better understand the thought life of other people, and that the goal of this weeks training would be to practice doing so. Following the introduction the group participated in three cognitive decentration tasks during two 1.5 hour training sessions.

Task One: The Blind Man in the Market
Task Two: Card Sort
Task Three: Block Design

In task one the students were read a short story about a person who is standing on que in the local super market and continually being bumped from behind by the grocery cart of the next person in line. Various thoughts are attributed to the victim who finally turns to confront the situation. The story ends when the suprised victim finds that the interloper is in fact a blind person, unaware of the situation. The Ss task was to decenter and describe the thought life of the person in line before and after confronting the situation. The objective of the task was to clearly identify the contrasting thoughts held by the victim at different points in time during the story with an understanding that certain considerations are to be applied in the case of the disadvantaged and that the victim would quickly change her view and rethink her response to the situation.

For the Card Sort Task the Ss were divided into two groups. One group was removed from the training room and asked to sit quietly in an ajoining area. The group in the training room was given a series of seven picture cards which could be arranged in sequence to depict a story about a dog chasing a young girl up an apple tree. They were then instructed to create a story line from the cards. Next, the Ss who were in the ajoining area took the place of the group

in the training area and were given the same cards, only with three of the pictures removed, which created a sequential story about a girl climbing an apple tree to eat an apple (this time the story did not include the angry dog). When the second group had recreated the intended story line the cards were collected and all the Ss were reunited to "tell each other the story they made from the picture cards". These instructions created great cognitive dissonance as the each group had "seen and thought" differently. The group was then engaged in a discussion about the nature of cognitive decentration and the fact that different people think differently about events in relation to the amount of information available to them. What one thinks is a function of what one knows. Emphasis was placed upon trying to understand (i.e. decenter cognitively) what particular information people have when they are thinking about an event in order to better understand the way in which other people think. Following this discussion the task moved into the second phase of this exercise, which called for predicting the cognitive behavior of a naive third party who would be given the cards. This part of the task was seen as an opportunity to concretely practice the decentration that had just been demonstrated. The group was instructed to choose either the first or second story line from the card sequence. They were then instructed to predict the story line that an uninformed third party relate

if she were to view the cards. When a randomly chosen staff member joined the group the cards were presented along with instructions described above. In every instance the staff member replicated the behavior predicted by the group.

The Block Design Task was designed as a method to combine the perceptual decentration skills and referential communication skills (used in the earlier telephone task) with the cognitive decentration skills that the Ss were practicing. The Ss were divided into dyads and given the block design subtest from the WISC-R and the test manual with the block design pictures. One S was instructed to view the picture and describe her perception to her partner, who would then decenter and reconstruct the described picture with the blocks. This was an untimed task, designed for purposes of practicing decentration through efforts to understand the point of view of one's partner. Consequently it is viewed as less important to perfectly recreate the unseen visual image and more important to struggle with the imbalance created between what one supposes is the nature of the picture (i.e. one's egocentric supposition) and what in fact is a true representation of the picture (as beheld in the cognitive "eye" of the partner).

(For a more detailed description of the cognitive decentration training procedures please refer to appendix C.)

Training Procedure Week Three -- Affective Decentration.

This particular form of decentration was presented to the group as more sophisticated and complex than the preceding types. It is important here to note that the population in the training program has experienced the most severe forms of abuse and neglect and are emotionally disturbed. Their reliance on more primitive defense mechanism for relief from day to day anxiety in many cases precludes their ability to effectively understand and articulate their own emotional makeup. As they approached this task the complex decentration process required to successfully interpret the affective state of others was most certainly made more difficult for these Ss by the fact that often they are unaware of their own affective state. These exercises were designed to allow the Ss an opportunity to try and apply some of the recently practiced decentration skills to the area of feelings. The author purposely selected affectively charged stories that the group would understand in order to generate group discussion about what is entailed in the task of decentering and attempting to understand the feelings of another person.

During the third week of training the Ss practiced affective decentration through the following exercises in two 1.5 hour training sessions.

Task One: Reading and Discussion, The Puppy Story.
Task Two: Reading and Discussion, The New Girl at School Story.
Task Three: Reading and Discussion, The Heinze Dilemma

The procedure in these task called for the narration of three highly affectively charged stories followed by group discussion centered on individual decentration and identification with the feeling state of the main characters in the stories.

Task One and Two were designed to address the affective component of the interpersonal development of friendships. Following the narration of a story about two young boys struggling with a decision about buying a puppy for a friend's birthday and a story about the experiences of a girl arriving at a new school, the group was asked a sequence of questions concerned with the affective underpinnings of friendship. The Ss were required to decenter and identify the feeling behind the story in order to address the questions in a realistic manner.

Task Three was concerned with a story about a man confronted with the impending death of his wife and his struggle to obtain a vaccine that would effectively heal her. The husband is confronted with the moral decision about stealing the vaccine in order to save a life. The Ss were then engaged in a conversation about the role affective decentration plays in the determination of moral values, and that through taking into consideration the feelings of other people it is possible to get information that which might affect how one determines right from wrong.

Task Four was concerned with a story centering around a young boy who saved money for a trip to summer camp. At the last minute his father told him he could not go because the father wanted to use the boy's money to finance a personal expense. Should the boy refuse to give the money to his father? The affective material generated by this particular task was related to parental relationships and interpersonal relationships with adults and authority figures.

The Final Task : Systematic Relaxation and Visualization. At this point the first phase of the multimodal training session was completed. The author lead the Ss through a guided relaxation exercise through which all of the earlier training sessions were reviewed and visualized.

(For a more detailed description of the procedures used in the affective ecentration component of the multi-modal training program please see appendix D.)

Phase II -- Video Dramatic Experiential Decentration Training

At this juncture the training program essentially became identical for both treatment groups. Each group began to participate in the video dramatic experiential role taking training program. Each group met in the previously described training location during morning hours on rotating schedule. The Ss were divided into smaller subgroups (N = 4 or 5 per session) again according to the random sequence of the initial random group assignments, with all the subjects from group A being assigned to subgroups made of members from their group, and all the subjects from group B assigned to subgroups constructed from their initial group. This second phase of the training program required that the groups meet for two sessions per week over a three week period, each session requiring 1.5 to 2 hours of time. (Total training time phase two = 9 to 12 hours.) The training sessions were focused upon experiential role taking training, which required the Ss to decenter and assume the role or characterization of a third party. Central to the design of this training was the introduction of a closed circuit video tape recording system which was used to recreate the decentration exercises in a de facto manner. This method provided the Ss with the sobering impact of immediate feedback about their attempts to 'become' and

understand what it means to be someone other than oneself. The sessions were divided into two distinct periods, the first emphasized group tasks and activities that were video taped, the second emphasized the replaying of the day's work with the group focused on observation and discussion about the material viewed in the play back.

The over arching goal of this phase of the training program was to bring the groups to the point of creating an independently originated story line, populated by characters which they defined and gave life to, in order to provide a vehicle through which the author might require each individual S to practice becoming each of the various characters (experiential decentration) in a rotating sequence. Therefore, the artistic quality of the production was viewed as secondary to creating the opportunity for these traumatized adolescents to practice experiential decentration.

As stated in the objectives of this study, one major goal of this research was to compare the differences between the group that previously participated in cognitive, affective, and perceptual decentration exercises (Group A) prior to the experiential role taking training and the group that had no prior decentration training before training in the experiential role taking. In order to minimize the design difficulties previously noted in a review of earlier video dramatic decentration studies (i.e. creative problems

arising from "scripting" deficiencies) the author took great care to highly structure and organize each of the six training sessions in order to minimize anxiety and ambiguity in the treatment groups.

One important feature of the design included the voluntary services of a research assistant (referred to as r.a.) who was a licensed social worker with graduate level training in Experiential Education. Once the structure and design of each of the treatment sessions were in place the author and research assistant reviewed the material and clarified extraneous issues in a series of meetings that began six months prior to the onset of the actual training program. The design called for the author to act as off camera director and camera operator throughout the training program and the assistant's role was to interpret the material to the treatment groups, answer questions, model behavior, and act in an exuberant and forthcoming manner in order to inspire the Ss, promote cooperation and understanding within the treatment groups and hopefully help the Ss overcome resistance to the tasks.

Training Procedure Week Four -- Experiential Decentration

The main purpose of these sessions was the introduction of the camera equipment and the beginning of the process of desensitization of the Ss to the experience of seeing and hearing themselves on television, and the initial process of adopting the physical characteristics and actions of others. The first week both treatment groups participated in the following training tasks during two 1.5 hour sessions. Each of the first three activities were video taped during the training sessions.

Task One: Mirroring
Task Two: The Change Yourself Game
Task Three: Model Walking
Task Four: Video Playback

Task One is a standard educational activity in many acting classes and required a form of mimicry that called for immediate decentration in that the subjects were required to focus on the activity of a partner and recreate her physical movement as if looking in a mirror.

In Task Two the group members were instructed to closely observe the physical characteristics and clothing of the other Ss (perceptual decentration). On cue the two Ss left the room and exchanged articles of clothing or jewelry, and rearranged their appearance. They then returned to the room and faced the group. The Ss were instructed to make

only three changes and the task of the group was to identify and name them. Each person in the group was presented with an opportunity to demonstrate this task.

During Task Three the Ss were asked to think about the various ways in which body movement lends definition to identity. Could they identify different characters just by observing them walk? Groucho Marx and Charlie Chaplin were offered as two examples by the r.a. The Ss were instructed to think of various individuals within the school who had distinct mannerism in the way they walked. Once the group was comfortable with the concept behind the task they were asked to stand and form two lines facing each other. The person on the end of one line was instructed to walk in any manner she chose towards the person facing her. When she reached that person she was to stop and the new person was instructed to walk back to the first person's former location in the exact same manner.

During Task Four the tape was rewound and played back for the Ss in order to provide an opportunity to view the the day's creative material. Two important procedures were established at this juncture. First, the playback of the days activity became an important reinforcer to the groups (both A and B found the activity to be very stimulating and informative). Second, the author and r.a. began to listen to the Ss individual responses to the tape for any negative

self references, and would immediately counter the statement with a verbalization of positive reinforcement.

Central to the design of the video dramatic training was the assumption that the video playback was part of the treatment program, for a certain style of decentration is implied in the exercise. Watching oneself on television calls for a cognitive decentration from the "you" in the here and now (watching the television) into the "you" in the there and then (participating in the exercise). The impact of self recognition is a very powerful tool in this regard and when used judiciously can help clarify certain diffuse identity issues by providing a clear and concrete picture of the person these adolescents are presenting to the external world.

Training Procedure -- Week Five

This second week of experiential decentration was designed to build upon the experiences of the first week. The first week of activity was designed to desensitize the Ss to the video taping hardware and have them practice body movements on camera. Certain aspects of the first week of activities were designed to reflect a perceptual form of experiential decentration in that the Ss were to take on visually perceived aspects of others (e.g. mirroring their movements, walking in the same style). In the second week of training the design called for the Ss to focus more on experiential decentration that introduced the affective components of role taking. It was hoped that during this week the Ss would build upon their willingness to 'act' in front of a camera and take on movements resembling the actions of others as well as begin to incorporate newer skills which called for adopting the affective characteristics of other people.

During the second week the both groups participated in the following training exercises divided into two 2 hour training sessions. Each of the first three activities were video taped during the training sessions.

Task One: Every Picture Tells a Story
Task Two: Emotional Grab Bag
Task Three: Intensive Characterization.
Task Four: Video Playback

During Task One twenty photographs were placed in random order on the floor in the center of the Ss who were seated in a circle. The Ss were instructed to look carefully at the photographs and study the faces of the various characters in order to try and identify the name of the particular emotion depicted in the photo. The task was to pick out one of the pictures and tell the group a story about the character in the picture. The r.a. then modeled one example ("This is a woman who rises early each morning, before dawn, and puts on a warmup suit. She then jogs five miles to the nearby seashore where she does stretching exercises and waits for the sun to come up over the ocean. When the sun rises the woman is overcome with joy. She then jogs back to her home and prepares to meet the day".) Following this example each of the Ss in turn told a story portrayed in one of the photos. The activity was video taped and the Ss were instructed to "act out" the emotion depicted in the picture.

Task Two was introduced with an explanation that at this juncture the Ss would attempt their first bit of 'dramatic acting' in front of the camera in order to begin preparing for their more formal video production. With this the r.a. circulated among the Ss and asked each individual to reach into to a bag and select one of the slips of paper. The pairs were instructed to read the short scenarios written on the slips, and then quietly define which of the

partners would take a specific role and how they would go about portraying the scene. The objective was to act out the emotional content of the scene in a manner that would so communicate the affect to the group. The r.a. then demonstrated an example. The main objective of this exercise was to have each of the Ss practice experiential affective decentration by losing themselves in the portrayal of the character and "feeling" the affect named on the slip of paper.

Task Three was introduced as the culmination of all of the earlier video dramatic training experiences. During this session the Ss were to draw on each of the previous training sessions in order to come up with a variety of characters that they would use as cast figures in the final production. This task called for the use of prop boxes which were placed about the room in random fashion. The task was to familiarize themselves with the objects in the prop boxes, and choose items that they felt identified with, or that inspired some creative impulse towards characterization. The Ss were instructed to use various items to create a character. By the end of this task, one observed walking and talking in the training room the characters of the street beggar named grandma buttons , the figure of the unfaithful husband recently risen from the dead, a biker drug addict, a well groomed and articulate southern belle, Bonsey the alienated adolescent, an Indian

fortune teller, a woman obstetrician, a woman dentist, a wicked African witch, and many many others.

Task Four, Video Playback. Up to this point no single event in the experiential deceneration training inspired as strong a response as the intensive characterization activity. The animation was equally as strong during the playback period. The Ss appeared to be truly transfixed as they viewed their personal transformations.

Training Procedure -- Week Six

At this stage of the experiential video training program the Ss had been exposed and desensitized to the video taping hardware, had practiced perceptual deceneration through mimicry and body movement exercises, had practiced affective deceneration by adopting the emotional viewpoint of a variety of characters in well defined social/emotional situations, and had drawn upon all of these experiences in an effort to define and assume the persona of a self created character. The time had arrived to put the characters together in a social situation in order to create the long awaited "television show".

Both groups participated in the following training tasks during two 2 hr. training sessions.

Task One: Review of the characters.
Task Two: The Society of Characterlogical Interaction.
Task Three: Video Play Back
Task Four: Multiple Decentration

Task One called for each of the Ss put together the needed props to assume her persona. After assuming the character developed in the earlier training exercise each S faced the camera and participated in a short interview with the r.a. describing who she was, where she was from, her age, and various developmental highlights. The objective of this task was to clarify for the Ss the exact definition of each character.

Task Two required each of the Ss to come to the front of the training room and stand alone while the various characters approached and introduced themselves. Eventually the characters began to build interpersonal relationships and the 'society of the cast' was created. At this point the Ss were instructed to creatively begin to imagine a story line to fit the characterlogical interaction. Out of the persona of each character and the society of interaction a story line emerged and was embellished upon.

Given the emergent story line the characters worked closely with the r.a. around timing, cues, positioning, and beginning middle and end points to the stories. Each of the various subgroups created a totally different piece of work, some humorous, some serious, others very realistic, and some complete fantasy works. Once the group was satisfied with

the details of the creation the camera was shut down. Each of the characters assumed their starting position, the tape was begun, and a complete, unedited copy of the video drama was taped.

Task Three, Video Playback: This particular incident involved the enjoyment of the fruit of their long labors. For the most part the Ss enjoyed the short dramas they had created. The characters seemed real to them and the consensus of most groups was one of pride in their accomplishment tempered by an appreciation for the artistry of "real life television".

Task Four was introduced as the final training session in the treatment program. The Ss were engaged in a brief discussion about the over all history of their group effort and then moved to the final and perhaps most vital decentration task of the video dramatic decentration program. The final exercise involved each Ss abandonment of their original character in favor of adoption of the persona created by the other members of their groups. At this point in time the Ss were clear on the nature of the various characters, and thoroughly versed in the timing and social interchanged involved in their created story line. The task now became one of taking the role of a different character and taping the new version of the production. Once each S had changed roles once, the camera was stopped, the roles were once again changed and the production was taped again,

and so on, until each of the Ss had an opportunity to portray all of the characters in the production. This task more than any single other offered the Ss an opportunity for experiential decentration and required a rapid change in affect, dress, demeanor, dialect, and perception. This task was the capstone of the video dramatic decentration and required each S to decenter and take on the points of view of a multitude of other people. While the Ss remained clearly most comfortable with their own characters they willingly progressed through the sequence with an unanticipated degree of abandon and good humour.

(For a more detailed description of the procedures followed in the video dramatic decentration training sessions please refer to appendix E.)

The Final Two Meetings

Week Eight -- Editorial Meetings

The groups were assembled in the treatment room and voted to allow other students and staff to view their work. Each group was then shown the entire tape library of their training sessions. The author stopped the tape on request, noted the location of vital scenes on a tape counter and made a notation on a program guide in order to locate the material at the final showing. The students relived the decenteration experiences and showed abundant affect in response to their work.

Week Twelve -- The Film Festival

The entire population of the agency as well as the staff assembled in the training area. The project was introduced by the author. The Ss took time to reprise for the group their general observations about the experience, their recollections of the various training exercises, and any other extraneous comments that came to mind. The author then ran each group's tape as prearranged at the editorial meeting, carefully avoiding any material that was requested not to be shown. The culmination of each tape was the viewing of the final "television show". The various group

members were encouraged to introduce each of the video segments as they were presented, and each group introduced their final product prior to the presentation. At the end of each tape the audience applauded the efforts of the groups and in general it was a very uplifting and positive experience for all the Ss. With this the treatment program ended.

Data Analysis

Following the completion of the training programs the final collection of data was completed. For each measure (BSAG School, BSAG Group Life, SFSC Test of Egocentrism) descriptive statistics (including means, medians, standard deviations, and range) for both treatment groups across the four measurement times were computed. Group differences were examined through the use of an analysis of variance with repeated measures on each of the three indices. Subsequent analyses of between group differences, and within group differences, were completed by using one way analyses of variance, and correlated T tests. The relationship between egocentrism and antisocial behavior was analysed through the computation of a series of Pearson R correlation coefficients.

C H A P T E R I V

RESULTS

At the outset of the data analysis a comparison of the two randomly assigned treatment groups was conducted to rule out the possibility of significant differences between them prior to treatment. Three separate one way analyses of variance were performed to compare the mean scores of the two treatment groups on the preintervention measures of egocentrism, school behavior, and group life behavior. No significant differences were found between the two treatment groups on any of the variables. (See Appendix A.) The major objective of this study was an examination of the effects of two decentration training programs on the level of antisocial behavior patterns and egocentrism in a group of emotionally traumatized adolescent females. An analysis of variance was performed on the effects of the two treatments over four repeated measures on each of the three dependant measures (antisocial behavior in the school setting, in the group life setting, and the self reported level of egocentricity).

For each measure a 2 x 4 (treatment group x time of measurement) analysis of variance was performed. For each of these three dependant measures the analyses yielded a significant main effect difference over time of treatment, a significant difference between treatments groups, and a significant interaction effect between groups over time (see tables 4.1, 4.2, 4.3).

=====				
ANALYSES OF VARIANCE WITH REPEATED MEASURES				

Exner's SFSC Test of Egocentricity				

SOURCE	Sums of Squares	Df	Mean Square	F

Treatment Group	.4107	1	.410	11.11**
Error (Between Groups)	.776	21	.036	
Treatment Time	.228	3	.076	14.3***
Interaction	.107	3	.035	6.74***
Error (Within Groups)	.335	63	5.320	

** p < .01				
*** P < .001				

TABLE 4.1

=====				
ANALYSES OF VARIANCE WITH REPEATED MEASURES				

BSAG -- Antisocial Group Life Behavior				

SOURCE	Sums of Squares	Df	Mean Square	F

Treatment Group	1178	1	1178	6.6**
Error (Between Groups)	3745	211	178	
Treatment Time	1870	3	623	15.7***
Interaction	678	3	226	5.7***
Error (Within Groups)	2487	63	39	

**	p < .01			
***	P < .001			

TABLE 4.2

=====				
ANALYSES OF VARIANCE WITH REPEATED MEASURES				

BSAG -- Antisocial School Behavior				

SOURCE	Sums of Squares	Df	Mean Square	F

Treatment Group	750	1	750	4.47*
Error (Between Groups)	3521	21	167	
Treatment Time	4470	3	1490	28.3***
Interaction	693	3	231	4.39**
Error (Within Groups)	3313	63	52.59	

* P < .05				
** p < .01				
*** P < .001				

TABLE 4.3

The Major Objective

The significant main effect differences over time on all three dependant variables offered support for the basic underlying assumption behind this study, e.g. decentration training would effect a decline in egocentrism and antisocial behavior in emotionally traumatized adolescents. This outcome was predictable in light of the earlier research reviewed in chapter two. In light of that information the discussion now turns to the results of the data analyses more relevant to treatment group differences and interaction.

The major objective of this study was the comparison of a multimodal perspective taking training program to a training program which used only the singular method of experiential video dramatic decentration. The outcome of the repeated measures ANOVAS demonstrated significant between groups differences on all three measures over the four measurement times ($F = 11.11$, $p > .01$ on egocentrism, $F = 6.6$, $p > .01$ on group life behavior, $F = 4.47$, $p > .05$ on school behavior).

The repeated measure ANOVAS also demonstrated a significant interaction between the two treatment groups across time on all three measures ($F = 6.74$, $p > .001$ on egocentrism, $F = 5.7$, $p > .001$ on group life behavior, $F = 4.39$, $p > .01$ on school behavior). A more detailed

statistical investigation of this interaction was conducted in order to clarify the nature of the differences between the two treatment groups.

Figure 4.1 offers graphic representation of the different patterns of change in egocentrism for the two groups. At measurement time one no significant difference existed between the groups, while at measurement time two Group A (the multimodal treatment group) demonstrated a major decrease in egocentric thought and Group B (the video training only group) became slightly more egocentric in their thinking. At the third measurement Group A showed a slight continued decrease, while group B demonstrated a major decrease. Finally, at the follow up measurement, Group A recovered slightly, while Group B regressed dramatically, beyond the preintervention level.

Figure 4.2 presents the different patterns of change in antisocial behavior in the group life setting for the two groups. At the preintervention level the groups show no significant difference, however at measurement time two Group A (the multimodal treatment group) demonstrated a marked decrease in antisocial behavior while Group B became slightly more antisocial. Measurement time three presents a major decrease in Group B's antisocial activity with a slight decrease for Group A. And finally, at the follow up measure, both groups show small decreases in antisocial behavior.

Figure 4.3 presents the changing patterns of antisocial behavior in the two groups in the school setting. At the preintervention stage there were no differences, at measurement two Group A declined dramatically, Group B declined slightly. At measurement time three Group B showed a dramatic decline, Group A a slight decline, and at follow up both declined slightly in observable antisocial behavior.

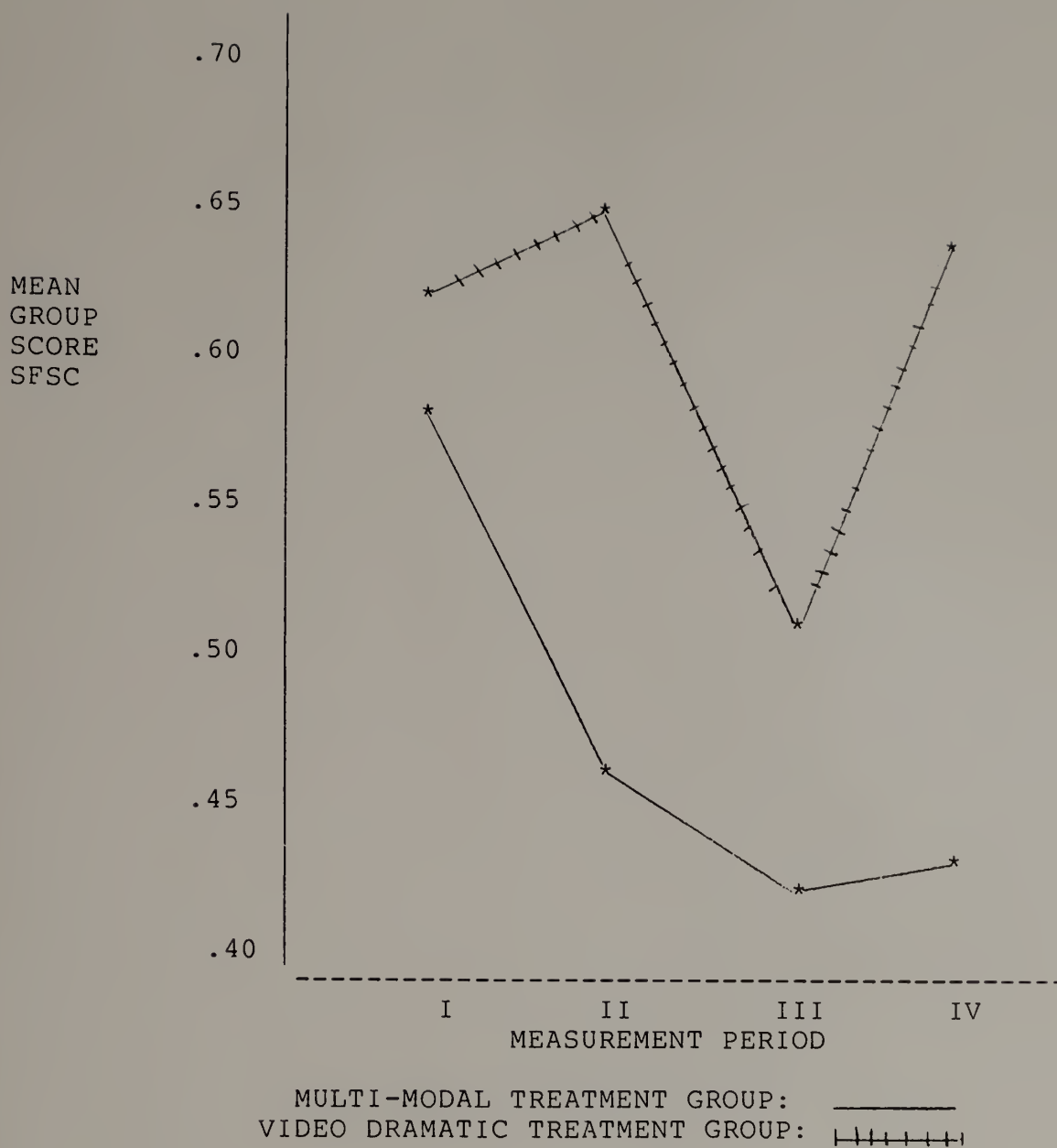


Figure 4.1

Mean SFSC scores across four repeated measures for two treatment groups: Self reported egocentric thought.

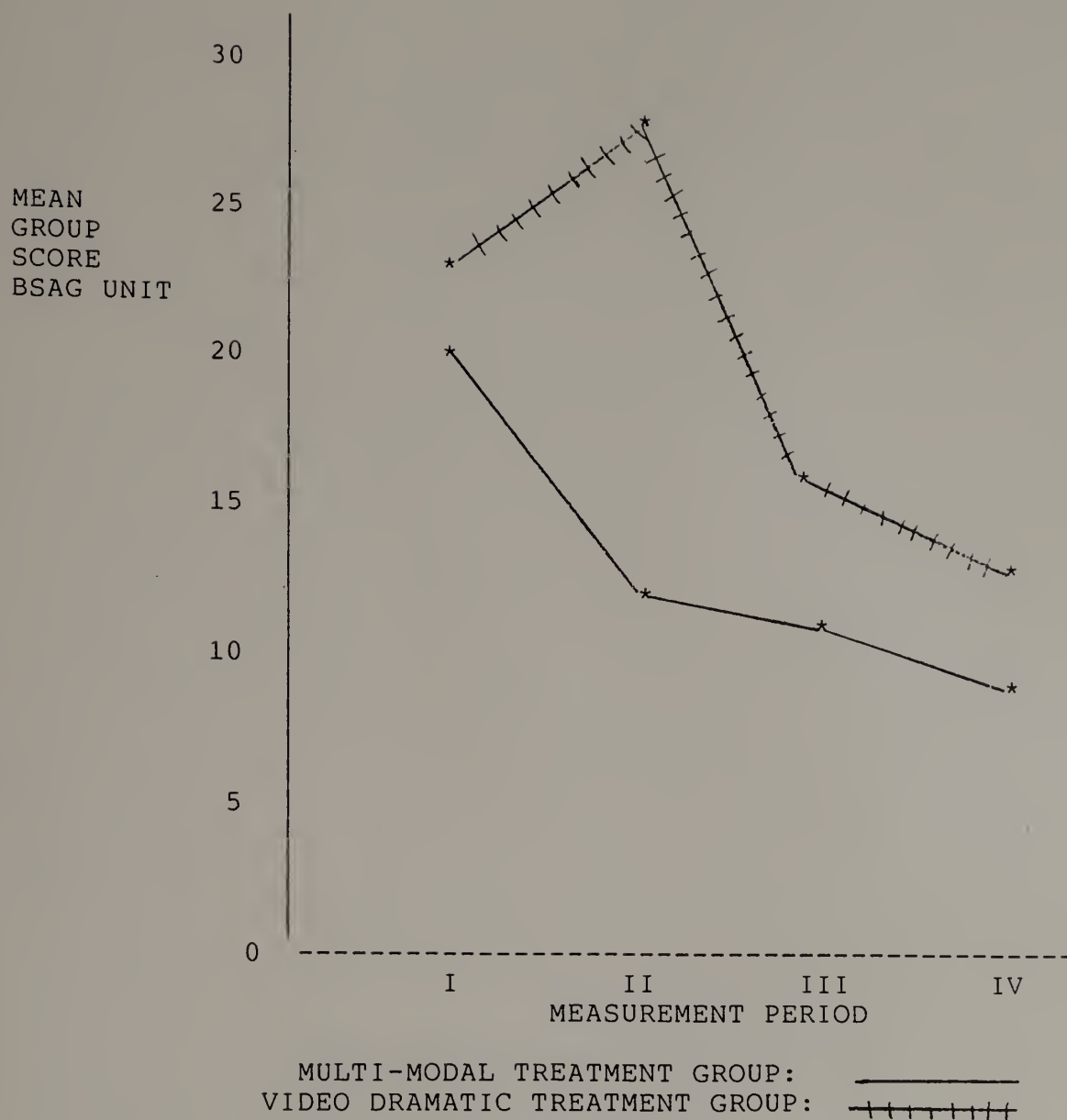


Figure 4.2

Mean BSAG scores across four repeated measures for two treatment groups: Antisocial behavior in group life setting.

These figures show clearly that the differences between the treatment group means at the second measure (following pre-treatment for group A and placebo treatment for group B) are the most pronounced. These graphs also help to illustrate the finding that the multimodal treatment group effected significantly lower levels of egocentrism and nonsignificant but measurably lower antisocial behavior on every postintervention measure.

In order to more closely evaluate the interaction of treatment group and time factors, separate one way analyses of variance were conducted comparing the mean scores of the two groups at each point in time. Table 4.3 reports the mean scores of each treatment group, together with the corresponding F values and significance levels for each intergroup comparison across the four measurement times. Significant differences were found between groups on each of the three variables at testing time number two, which immediately followed the pretraining program for Group A and the placebo training for Group B ($F = 15.9$, $p < .001$ on egocentrism, $F = 18$, $p < .001$ on group life behavior, $F = 11.1$, $p < .01$ on school behavior). Further significant mean differences were found between the groups on the variable of egocentrism, with the multimodal group demonstrating a significantly stronger decline in egocentric thought at the third measurement ($F = 4.8$, $p < .05$) and at the follow up measurement ($F = 13.9$, $p < .01$).

=====				
	MEASUREMENT TIME			
	I	II	III	IV

EGOCENTRISM -- Exner's SFSC				
	- X	- X	- X	- X
GROUP A	.58	.46	.42	.43
GROUP B	.62	.65	.51	.64
F VALUE	.78	15.9***	4.8*	13.9**

SCHOOL BEHAVIOR -- BSAG				
	- X	- X	- X	- X
GROUP A	29	12	10	8.7
GROUP B	28	27	15	13
F VALUE	.08	11.1**	1.5	1.6

GROUP LIFE BEHAVIOR -- BSAG				
	- X	- X	- X	- X
GROUP A	20	12	11	9
GROUP B	23	28	16	13
F VALUE	1.7	18***	1.7	.90

*	P < .05			
**	P < .01			
***	P < .001			

TABLE 4.4

Summary of between group mean differences across four repeated measures of egocentrism, antisocial group life, and antisocial school behavior. F values computed through one way analysis of variance.

The outcome of the repeated measures ANOVAS indicating significant between group differences, along with the more detailed statistical analysis of the groups interaction offer sufficient data for testing the primary hypothesis restated in the null form.

H1. A multi modal perspective taking skill training program (i.e. one that includes perceptual, cognitive, affective, and experiential or video dramatic decentering exercises) will not produce a significantly stronger decline in antisocial behavior and will not produce a significantly stronger decline in the level of egocentrism in a group of emotionally traumatized adolescent females than a program that uses only the singular method of experiential or video dramatic perspective taking skill training.

The significant between groups differences observed in the outcome the analyses of variance on all three dependant variables ($F = 11.11$, $p < .01$ on egocentrism, $F = 6.6$, $p < .01$ on group life behavior, $F = 4.47$, $p < .05$ on school behavior, tables 4.2, 4.3, 4.4) demonstrate a stronger over all effect favoring the multimodal treatment . Therefore the null hypotheses H1 is rejected.

THE NATURE OF THE RELATIONSHIP BETWEEN EGOCENTRISM AND ANTISOCIAL BEHAVIOR.

The next procedure in the analysis of data was concerned with exploring the relationship between egocentrism and antisocial behavior. Differences between the two treatment groups were not viewed as crucial to this particular area of exploration, consequently the data from both groups was combined into a single data pool ($N=23$). The earlier data analyses demonstrated the trend towards the reduction of antisocial behavior and egocentric thought in both groups over time as they practiced perspective taking training. Table 4.5 presents a series of Pearson R correlational coefficients computed between the variables of egocentrism and antisocial behavior in the school and group life settings across the four measurement times.

In correlating egocentrism with antisocial behavior in the school setting it was found that at the preintervention level and following the second measurement time, a positive but not significant relationship existed between the variables. However measurement times number three and four demonstrated an increase in the degree of correlation between the two variables ($r = .09$, $p > .10$ at preintervention; $r = .38$, $p > .10$ at measurement time II; $r = .55$, $p < .01$ at measurement time III; $r = .56$, $p < .01$ at measurement time IV).

In correlating egocentrism with antisocial behavior in the group life milieu an increase in the degree of correlation between the two variables was observed across the four repeated measures ($r = .40$, $p < .05$ at preintervention; $r = .47$, $p < .05$ at measurement time II; $r = .48$, $p < .01$ at time III; $r = .51$, $p < .01$ at measurement time IV).

PEARSON R. CORRELATION COEFFICIENT COMPUTED BETWEEN
EGOCENTRISM (SFSC) AND SCHOOL BEHAVIOR (BSAG) ACROSS FOUR
REPEATED MEASUREMENT TIMES. (BASED UPON COMBINED
POPULATIONS OF BOTH TREATMENT GROUPS, N=23)

MEASUREMENT TIME								
	I		II		III		IV	
	-		-		-		-	
	X	SD	X	SD	X	SD	X	SD
SFSC	.60	.10	.56	.15	.47	.11	.54	.16
BSAG	28	7	20	12	13	9	11	9
r (21)	.09		.38		.55		.56	
t value	.42		1.9		3.0**		3.1**	

PEARSON R. CORRELATION COEFFICIENT COMPUTED BETWEEN
EGOCENTRISM (SFSC) AND GROUP LIFE BEHAVIOR (BSAG) ACROSS
FOUR REPEATED MEASUREMENT TIMES. (BASED UPON COMBINED
POPULATIONS OF BOTH TREATMENT GROUPS, N=23)

MEASUREMENT TIME								
	I		II		III		IV	
	-		-		-		-	
	X	SD	X	SD	X	SD	X	SD
SFSC	.60	.10	.56	.15	.47	.11	.54	.16
BSAG	22	5	20	12	14	9	11	9
r (21) =	.40		.47		.48		.51	
t value =	2.0*		2.4*		2.5**		2.7**	
*	P < .05							
**	P < .01							

TABLE 4.5

Figure 4.4 offers a graphic representation of these trends toward an increase in the degree of correlation between egocentrism and antisocial in both the school and group life settings across the four measurement times.

The outcome of these analyses offer sufficient data to test the secondary hypothesis, restated in the null form.

H2. No significant correlation exists between antisocial behavior and egocentrism in emotionally traumatized adolescent females. As egocentrism is observed to measurably decrease over time and/or antisocial behavior is observed to measurably decrease over time no significant change in the degree of correlation between the two variables will occur.

The data in Table 4.6 indicates a marked increase in the degree of correlation and level of significance between the variables of egocentrism and antisocial behavior in both the group life and school setting at each measurement over time. These data demonstrate a positive correlation between the two variables. Therefore the null hypothesis H2 is rejected.

C H A P T E R V

DISCUSSION

The primary purpose of this study was to examine the effect of perspective taking skill training on the level of egocentrism and observable antisocial behavior patterns in emotionally traumatized adolescent females. Two methods of treatment intervention were examined in order to ascertain the efficacy of a more detailed and wider ranging decentration training program in comparison to the singular use of video dramatic experiential role taking training. A secondary purpose of this study was to examine the nature of the relationship between egocentrism and antisocial behavior.

This discussion will be organized around these particular issues and will be structured around the hypotheses tested in the study. The implications for this training on adolescent ego identity development as well as other related issues will be addressed as they arise, along with additional comments about the idiographic material generated by the subjects in response to the Self Focus Sentence Completion blank.

THE MAJOR HYPOTHESIS

One of the clearest findings of this study was the finding that a multimodal decentration training program effected a significantly stronger treatment when compared to the singular use of video dramatic training program. This comparison of treatment methods was the major objective of the study and was tested through the first hypothesis.

Hypothesis 1: A multimodal perspective taking skill training program (i.e. one that includes perceptual, cognitive, affective, and experiential or video dramatic decentering exercises) will produce a stronger decline in antisocial behavior and a stronger decline in the level of egocentrism in a group of traumatized adolescent females than a program that uses only the singular method of experiential or video dramatic perspective taking skill training.

As reported in Chapter four, the outcomes of the repeated measures ANOVA's (see tables 4.1, 4.2, 4.3) demonstrated both a significant overall difference between treatment methods and a significant interaction between the two treatment groups across time. Further examination of the mean differences between groups on each variable across the four measurement times indicated significant mean differences in the area of egocentrism ($p < .001$ at time II, $p < .05$ at time III, $p < .01$ at time IV), antisocial behavior in school ($p < .01$ at time II), and antisocial behavior in the group life milieu ($p < .001$ at time II). Each of these differences indicates a more favorable outcome for treatment

Group A which participated in the multimodal perspective taking training method. These differences will be discussed separately.

Egocentrism

The clearest differences between the two treatment methods were found in examining the variable of egocentrism. The outcome of the multimodal training program showed significantly stronger reductions in the level of egocentrism, when compared to the use of video training only ($p < .01$ three weeks after the end of training). Clearly a treatment methodology using a multitude of decentration approaches had a stronger impact on helping traumatized adolescents understand other people's point of view on the world. While both groups showed the strongest over all decline on this variable immediately following training (see figure 4.1, measurement time III) and regressed somewhat during the three weeks prior to the follow up data collection (see figure 4.1, measurement time IV) the over all effects were stronger and longer lasting for the multimodal treatment group (see table 4.4). These findings support the work of Kurdec (1978) in advancing the theory that the construct of "decentration" has certain unifying qualities that may be applied across the areas of perception, cognition, affect, and experiential role taking and the theoretically unifying role of decentration in the

various developmental constructs addressed in Adams (1977) synthesis. The study at hand contributes the finding that the combined effect of a multitude of decentration exercises is significantly stronger than a more singular approach in the reduction of self reported egocentric thought.

One of the most interesting outcomes of this study can be found in the significant interaction between the two treatment groups over time on the variable of egocentrism (see figure 4.1). Following the initial pretraining period the multimodal group showed a marked, significant decline in egocentrism while the video training only group evidenced a slight increase. Following the video dramatic decentration program (Measurement time III) both groups showed a decline in egocentrism, however the multimodal group's decline was not as dramatic as the 'video training only' group's. And finally, the effects of the multimodal intervention were quite strong at the follow up testing, while the group that participated in the method calling tfor 'video dramatic training only' showed a significant regression. This interaction points out the powerful effect of the video dramatic component of the treatment design. It also raises interesting questions regarding the differing degrees of regression found between each of the treatment groups at the post treatment follow up measure.

Perhaps a strong contributor to this regression was the re-playing of the video taped material at the end of each

treatment session. In theory the groups were observing themselves as they adopted the role and characteristics of other people, which in turn reinforced the overall effect of the decentration exercise. Without the combined pretraining effects of cognitive, affective, and perceptual decentration it is possible that Ss in treatment group B were less capable of objectively observing themselves "be someone else" during the playback. Instead they were acutely focused on themselves and their own particular personal characteristics. Therefore, the exercise for group B became a lesson in self focus rather than a lesson in decentration. It is important to note that the impact of the video training program significantly reduced egocentrism in group B immediately following the training, however after three weeks the effects dissipated suggesting that video dramatic decentration is effective in reducing egocentrism, but obviously sustains longer lasting effectiveness when combined with the other forms of decentration. This finding underscores the relative strength of the three weeks of perceptual, cognitive, and affective "pre-training" program which obviously had a strong impact in the overall reduction of egocentrism in the multimodal treatment group. Without the benefit of such sequential decentration training, the significant gains experienced by treatment Group B dissipated totally by the time of the follow up measurement.

That egocentric thought showed significant levels of decline in the multimodal treatment group is viewed as an extremely encouraging outcome of this study. The work of Neale (1966), Gelcer (1978) and Chandler (1972, 1974) has underscored the unfortunate existence of faulty thinking about oneself and others in groups of emotionally traumatized children. Their research further demonstrates that egocentric thought plays a major role in such cognitive distortions. One aspect of this study was the attempt to apply the methodology of role taking theory to the treatment and the remediation of the psychosocial deficits of such a population. While Elkind (1978) offers cogent evidence that egocentrism must necessarily increase during adolescence, the focus of this research seemingly 'swims against the current' of standard human developmental theory by promoting a decline in egocentrism during adolescence. The point being that this study focused on an intervention with a population that falls outside of the realm of normative child development, and is by nature more egocentric than adolescents with 'standard' developmental histories. Kernberg (1980) and Elkind (1976) agree that the etiology of the disturbances in such a population could have roots in excessive egocentrism. A marked decline in their self focused world view possibly could aid in the resolution of the identity issues so prominent in adolescence, and towards that end this study offers limited support for Enright's

findings (1983) that adolescent ego identity development in a high school aged population can be promoted through the mechanism of cognitive decentration. Such a decline in egocentrism may be the harbinger of hope for a developing ability to reach out and form attachments and affiliations with others, a coping mechanism so vital and prominent in the life histories of invulnerable children (Anthony 1974, Werner 1982, Garmezy 1982, 1984, Rutter 1978, 1981).

In the final analysis both treatment groups demonstrated declines in egocentrism, however the overall combined effects of the pretraining program helped influence the final outcome of Group A's (the multimodal treatment) significantly stronger performance over group B.

Antisocial Behavior

While no significant differences were found between treatment methods at the post-intervention follow up measure (see table 4.4) this study clearly demonstrated that the practice of perceptual, cognitive, affective, and experiential decentration exercises can be associated with a decline in antisocial behavior in emotionally traumatized adolescents. The data from the repeated measures analysis of variance on the main effects of the two treatment programs on antisocial behavior demonstrates significant declines in observable antisocial behavior in both treatment

groups in the school and group life milieu ($p < .001$ in both settings, see tables 4.2, 4.3). Many authors over the years have lamented the antisocial qualities of emotionally traumatized children (Redl & Wineman 1951, 1952; Bettelheim 1950; McCandless 1976; Glasser 1969). Perhaps the antisocial behavioral qualities of such populations, more than any other factor, represent a de facto contribution to the existence of residential treatment facilities. While the outcome of this study offers encouragement regarding a possible new methodology for the treatment of such disorders, the findings must be examined in the light of the total treatment milieu of the program setting. Certain simultaneous treatment conditions typical of a residential facility were present during the nine week training period and may have contributed towards the reported reduction of antisocial behavior in the population examined in this study. These adolescents 'demand' a sense of safety and predictability in their environment before being capable of participation in a project such as this study. The structure of a tightly controlled environment was necessary in order to insure that the Ss arrived and participated in the treatment. Further, these adolescents live under the stricture of a twenty four hour a day operant reinforcement conditioning system, designed to decrease overt antisocial behavior. Finally, each subject participated in formal psychotherapy within the program setting, a compounding

variable with strong implications. It is within the structure of such a tightly controlled overall milieu that any decline in antisocial behavior must be viewed when examining the outcome of this study. With such a disclaimer firmly in place the significant ($p < .001$) decline in antisocial behavior over time in the two treatment groups is viewed as extremely encouraging. Each group demonstrated a significantly marked decrease in measurable antisocial behavior (fig. 4.2 and 4.3) with no demonstrable regression indicated at the follow up testing three weeks after treatment.

Beyond these overall effects some interesting differences between the two treatment methods became clear in examining the variable of antisocial behavior (fig. 4.2 and 4.3). In both the school setting and the group life setting Group B (video drama only) demonstrated an increase in antisocial behavior between testing times one and two, while Group A (the multimodal treatment group) declined significantly in antisocial behavior. It is noted that this particular measurement time followed placebo treatment for the first group, while the second group practiced perceptual, cognitive, and affective deceleration exercises. These clear group differences at testing time two points out the value of the multimodal treatment program. Both groups were involved in the operant conditioning system, the highly structured daily milieu, and the individual psychotherapy,

and yet the multimodal treatment group showed a marked decrease in antisocial behavior while the other showed an increase. In examining these differences in the light of such a controlled environment support for the superiority of the multimodal treatment method is indicated. (A possible explanation for the increase in antisocial behavior in group B may be found in examining the season during which this study was conducted. The nine week intervention period fell between the time immediately following the February school vacation and immediately preceeding "spring break". This period of time is traditionally very unsettling in the setting used for this study, an increase in acting out behavior with concurrent antisocial overtones in predictable.)

These findings may offer an adjunct to Chandler's (1974) pioneering study employing film making in the service of social adaptability in disturbed adolescents. The data reported in this study suggests a manner through which Chandler's earlier methods, adopted by a wide range of researchers (Simmeonson 1978, Klepac 1978, Dequine 1983) may be expanded upon to include the areas of decentration upon which successful experiential role taking may rely (e.g. perceptual, cognitive, affective). This study supports earlier research findings that video dramatic decentration training offers an effective form of treatment intervention with antisocial adolescents. It is suggested here that a

sequentially ordered decentration pretraining program may enable traumatized adolescents to more fully adapt to a video dramatic intervention by providing them with cognitive, affective, and perceptual building blocks.

Finally, a conservative response to the outcome of this study would indicate tentatively that perceptual, cognitive, affective, and experiential decentration training, in conjunction with more classically oriented interventions, can have a significant impact on the antisocial behavior patterns of traumatized adolescents living in residential treatment facilities. Further, that the combined effects of a multimodal treatment approach constitutes a stronger treatment program than one using experiential decentration training only.

The Efficacy of the Pre-training Program

One of the most encouraging outcomes of this study, and certainly the most suprising, can be found in an examination of the three week perceptual, cognitive, and affective "pre-training program". The theoretical roots and design of this study are closely tied to the video dramatic role taking research typified by the work of Chandler, as well as the many other researchers who have expanded on his methods. The initial design for the study at hand began with the intention of expanding and enriching video dramatic methodology by adding a sequence of decentration building

blocks. The pre-treatment intervention slowly evolved to embody the perceptual, cognitive, and affective treatment methods employed during the first three weeks of training for the multimodal treatment group. While the author assumed that this "pre-training" program would favorably effect the overall outcome of the multimodal treatment group, the independant strength of this intervention was certainly unexpected and a very pleasant surprise. A comparison of the effects of this pre-training for Group A with the effects of the placebo training for Group B, conducted during the same time period, demonstrated that the pre-training program merits consideration as an independant form of intervention for the reduction of antisocial behavior and egocentrism. The mean differences between the groups at the preintervention measurement were not significant. Following the pre-training intervention significant mean differences between the groups were evident on all three measures ($p < .01$ on antisocial group life and school behavior, and egocentrism, see appendix F), with the placebo group showing no significant changes while the pre-training group declined dramatically on each measure. The data supports the finding that the pretraining program is, by itself, effective in reducing antisocial behavior and egocentric thought in emotionally traumatized adolescents. This finding is encouraging in that this form of treatment is certainly more adaptive to standard classroom teaching

techniques and group interventions than the video dramatic method, and certainly does not require as much technical sophistication to implement.

THE SECONDARY HYPOTHESIS

The question addressed by the secondary hypothesis was concerned with the nature of the relationship between antisocial behavior and egocentrism in emotionally traumatized adolescents.

Hypothesis 2: A strong correlation exists between antisocial behavior and egocentrism. As egocentrism declines antisocial behavior will decrease.

At this juncture the study became less concerned with particular differences between the two treatments and more focused upon the over all nature of the relationship between the two variables as applied to all of the subjects across both treatment times. Therefore the data from both groups were pooled prior to the analysis.

As the data in chapter four demonstrate (see table 4.5), the relationship between egocentrism and antisocial behavior in the school setting was practically non existent at the preintervention stage of the study ($r = .09$). In contrast, a strong positive relationship in the group life setting was found between egocentrism and antisocial behavior at the preintervention stage ($r = .40, p < .05$). The data show an increase in the strength of the relationship between the egocentrism and antisocial behavior in both settings across the four measurement times. At the

follow up stage the positive correlation between antisocial school behavior and egocentrism had increased considerably ($r = .56$, $p < .01$). The correlation between antisocial group life behavior and egocentrism relationship had also increased ($r = .51$, $p < .01$).

What is suggested here is that the variables seemingly moved in the same direction. As egocentrism declined antisocial behavior also was observed to decline, and that as each variable declined a concurrent positive increase in the degree of correlation between the variables was observed. Certainly this data is not interpreted to imply a causal relationship. One way in which to understand the nature of such change might be found in examining developmental themes in the lives of this particular population. Earlier I argued the point that many emotionally traumatized children use a highly egocentric vantage point in life as an adaptational response to severe abuse, neglect, and abandonment (Foltz 1985). Trusting in one's own particular viewpoint insures these children protection from the ravages of predatory others who have demonstrated an ability to harm, abuse, and deprive them. While such tactics present an adaptational method for coping, likewise they provide an insular affective environment in which the child loses touch with the impact of her own behavior on the external world. Antisocial behavior loses affective meaning and further reinforces

egocentrism by keeping other people 'at bay' through voluntary social distancing.

Perhaps an alternative explanation for the relationships between the two variables can be explained in this manner; as antisocial behavior decreases people will approach, as people approach decentration opportunities present themselves, as decentration opportunities present themselves egocentrism declines. Or; as decentration opportunities present themselves, through the approaches of others, egocentrism declines, as egocentrism declines affective insulation diminishes, as feeling returns understanding of one's impact on the external world is heightened and antisocial behavior declines.

These explanations do not seemingly apply to the observed lack of correlation between egocentrism and antisocial behavior found at the preintervention measure in the school setting ($r = .09$). A possible explanation for such a low correlation would be that in this setting these students may remain egocentric while simultaneously acting in a prosocial manner. That is, they may reduce their antisocial behavior to increase operant reinforcers within the school environment rather than out of sensitivity to their egocentrism. Such an explanation seems plausible in the school setting because it is a highly structured environment with clear social expectations. Further, this population has had long, albeit failing, experience in

school environments, and it is quite clear to them that they need not abandon an egocentric point of view in order to act in a socially approved manner. Interestingly, as the treatment program progressed, the relationship between egocentrism and antisocial behavior in the school increased, perhaps indicating that the students were beginning to adjust their antisocial behavior in school in response to a decline in egocentrism rather than in hopes of obtaining operant reinforcers.

Putting such speculation aside, it is important to note that decentration exercises are seen in this study to be a common factor contributing to the decline of both variables across time. A marked decline in both egocentrism and antisocial behavior can be associated with the decentration exercises. This association is seen as contributing evidence in support for a multimodal decentration training program. Clearly the multimodal program produced a markedly stronger decline in the over all level of egocentrism when the mean differences between the two methods were compared (table 4.4). If a decline in antisocial behavior can be associated with a decline in egocentrism and the multimodal treatment method effects a significantly ($p < .01$) stronger decline in egocentrism than the video dramatic decentration program alone, then evidenced is seen to support the claim that the multimodal method is a more effective treatment method.

THE QUALITATIVE ASPECTS OF THE SFSC

I turn now to a discussion of some findings not accessible through the methods of quantitative data analysis. As noted earlier in this study the responses to Exner's Self Focus Sentence Completion Test of Egocentricity can be interpreted as projective material which offers certain idiographic insights into the nature of the egocentric thought content of the subjects. Given the overall effectiveness of both methods ($p < .001$) in reducing the level of self reported egocentric thought in the two experimental groups an examination of the qualitative aspects of this data is in order.

In examining the written responses of this population a central change over time emerged and was seen in the thematic background or context of the sentence completion material. This shift in thinking was qualitative, reflecting changes that included an increase in references to people and events in the external world in ways that didn't alter the sense of personality of the respondent. That is, the responses were not rote answers reflecting material learned through decentration exercises but rather were personal statements that represented the adolescent's "being in the world" in a way that reflected their "being in relation to other people and things" instead of "being alone".

The following examples serve as helpful illustrations. The first examples were written by a young woman whose developmental history included having an eye shot out with a handgun by her father at age three, awakening in a crib with a deceased brother at age four, and accidentally killing the child she was babysitting at age eleven. The following are pretreatment responses to selected stems:

I think....."I am sick"
The best thing about myself....."Is that I have good taste"
If only I could....."learn to save money"

Her post treatment responses in the same order changed to:

I think....."I am a good person"
The best thing about myself....."that I get along with people"
If only I could....."see my sister for two hours"

The next example was written by a thirteen year old girl who was hospitalized as a child with a respiratory infection and placed in intensive care. While in the hospital the child's mother put feces in the girl's intravenous tube in an attempt to murder her. After the child recovered from toxic shock the mother repeated the act and was arrested.

In the pretreatment response to the sentence stem

As a child..... she responded: "I loved playing with toys"

Her post treatment response to the same stem was: "I was taken away from my mother"

The final examples were written by a young woman who was sexually abused by her mother and step father for seven years, removed and placed in foster care, only to be further sexually abused by her new care givers. Her pretreatment responses to selected stems reflected self loathing and disconnectedness:

I am....."a stupid, fat, no good person"
I'm at my best...."never!"
As a child....."I was very alone with my feelings"

Her post treatment responses reflect a qualitative shift:

I am....."loved now by lots of friends"
I'm at my best.... "when I am around people who care"
As a child....."I just wanted to be loved"

It is observed that the change in responses following treatment reflect a wider range of thinking. The respondents are more focused on the impact of external events and other people on their lives, but not in a manner that denies reality or changes the sense of tragedy underlying their personality development. These young women still carry the scars of their abuse, but following treatment seem better equipped to respond in a manner that suggests they are more focused outside of themselves. These selected post treatment responses reflect the qualitative shift in thinking which was more inclusive of references to significant relationships (e.g. mother, sister, lots of friends, other people who care) and a happier view on life

which was not as preoccupied with pathology (e.g. not as "sick", "alone" or "unloved"). In reflecting back on their childhood these terribly traumatized young women give expression to the universal cry of adolescents everywhere, "I just wanted to be loved".

These brief case studies are exemplary of the type of changes observed in both groups that were not accessible to the methods of statistical data analysis but are representative of some of the most encouraging effects of the deceneration training program in conjunction with the total milieu treatment program of this residential facility.

IMPLICATIONS FOR IDENTITY DEVELOPMENT

The discussion up to this point has outlined the empirical and qualitative outcomes of deccentration training on the antisocial behavior patterns and egocentrism of a group severely traumatized adolescent females. What implications do these findings hold for adolescent identity development?

The introduction to this study presented detailed synthesis of many views on adolescent identity development, demonstrating that many theorists agree that identity formation takes place in a bi-polar arena, the personal and the social. It is at the confluence of the internal frame of reference and external social experience that the psycho-social resolution of identity issues occur. The two major theoretical constructs examined in this study, egocentrism, and antisocial behavior can be separated into these two frames of reference, with egocentrism grounded in the internal frame of reference and antisocial behavior in the external or social realm. The treatment methods employed in this study required the students to practice seeing the world from another's point of view. In so doing they became less egocentric and less antisocial. As these changes occurred a qualitative shift in their thinking about themselves in relationship to others developed. A concurrent reduction in their antisocial behavior also

occured. It is suggested here that such changes could enable these young women to better attempt to make attachments and affiliations with other people because they would have stronger internal mechanisms for understanding others and better social ability to not "drive people away" with antisocial behavior. If so, they would be making use of the primary mechanisms for coping and survival demonstrated by the so called "invulnerable children". In this regard the training program taught them certain life skills tailored to meet the deficits caused by their developmental histories. Further, an increased ability to make use of attachment and affiliation as life skills would provide them with a gender specific means of resolving identity issues, as Jean Baker Miller (1976) has argued:

"Women stay with, build on, and develop in a context of attachment and affiliation with others.....women's sense of self becomes very much organized around being able to make and then to maintain affiliations and relationships".

More recently Carol Gilligan (1982) advanced similar arguments concerning the context of female identity development:

"The elusive mystery of women's development lies in it's recognition of the continuing importance of attachment in the human life cycle".

Certainly an antisocial person, with a strongly egocentric view on life is not the best candidate for making and maintaining meaningful interpersonal relationships. The results of this study suggest that at the end of treatment these young women were better equipped to make new relationships, and better able to understand themselves in relation to other people, which of course are two fundamentally important contributors to adolescent identity resolution.

C H A P T E R V I

SUMMARY AND IMPLICATIONS

The introduction to this study presented a detailed synthesis of many views on adolescent identity development, demonstrating that many theorists agree that identity formation takes place in a bi-polar arena, the personal and the social. It was suggested that at the confluence of the internal frame of reference and external social experience the psycho-social resolution of identity issues occur. The two major theoretical constructs examined in this study, egocentrism, and antisocial behavior were viewed as existing separately within these two frames of reference, with egocentrism grounded in the internal frame of reference and antisocial behavior in the external or social realm. The treatment methods employed in this study required the students to practice seeing, thinking about, feeling, and experiencing the world from another person's point of view. In so doing they became less egocentric and less antisocial. As these changes occurred a qualitative shift in their thinking about themselves in relationship to others developed. A concurrent reduction in their antisocial behavior also occurred. It was suggested that such changes could enable these young women to better attempt to make attachments and affiliations with other people, thereby

promoting the use of the primary mechanisms for coping and survival demonstrated by so called "invulnerable children".

The methodology used in this study was designed to evaluate the effect of decentration skill training on the level of self reported egocentrism and observable antisocial behavior in a group of severely emotionally traumatized adolescent females. Twenty three subjects were randomly assigned to one of two treatment groups. The first group participated in a six week multimodal training program which included one week each of perceptual, cognitive, affective decentration training followed by three weeks of video dramatic decentration training. The second group participated in a six week program which included three weeks of placebo treatment followed by three weeks of video dramatic decentration training. Pre - post intervention, and follow up measures of self reported egocentrism and antisocial behavior were completed through the use of Exner's Self Focus Sentence Completion Test of Egocentricity, and The Bristol Social Adjustment Guide.

An analysis of variance was performed on the effects of the two treatments over four repeated measures on each of three dependant measures (antisocial behavior in the school setting, in the group life setting, and the self reported level of egocentricity). For each measure a 2 x 4 (treatment group x time of measurement) analysis of variance was performed. For each of these three dependant measures

the analyses yielded a significant main effect difference over time of treatment, a significant difference between treatments groups, and a significant interaction effect between groups over time. Each of these analyses were presented and discussed separately, along with subsequent follow up analyses of mean differences between groups as needed.

The outcome of the data analyses demonstrated significant reduction of antisocial behavior and egocentric thought in both groups over time as they practiced perspective taking skill training. Significant between group differences at the post intervention and follow up measures of egocentrism and antisocial behavior demonstrated stronger over all treatment effects for the multimodal treatment group. Further evidence was presented in support of the efficacy of the cognitive, affective, and perceptual decentration training pre-training program (without the additive effects of video dramatic decentration) in reducing antisocial behavior and egocentrism in the experimental population. Examination of the data led to the conclusion that perceptual, cognitive, affective, and experiential (or video dramatic) role taking training is effective in significantly reducing antisocial behavior and egocentrism in a group of severely emotionally traumatized adolescent females. It was further concluded that a multimodal method of decentration training is significantly more effective

than the singular use of video dramatic decentration training in the reduction of antisocial behavior and egocentrism in emotionally traumatized adolescent females.

A second set of data analyses was conducted to explore the nature of the relationship between egocentrism and antisocial behavior. As differences between the two treatment groups were not viewed as crucial the data from both groups was combined into a single data pool ($N=23$). A series of Pearson R correlational coefficients were computed between the variables of egocentrism and antisocial behavior in the school and group life settings across the four measurement times. A positive increase in the degree of correlation between the two variables was observed at each of the repeated measures in both the school and group life settings. It was observed that as egocentrism declined a concurrent decline in antisocial behavior occurred and the degree of relationship between them showed a positive increase. While it was concluded that a strong positive relationship existed between the two variables it was noted that the change in the degree of correlation between the variables could not be attributed to a causal relationship, but that the reduction of both antisocial behavior and egocentrism could be associated with decentration training.

Some findings, not accessible through the methods of quantitative data analysis were also explored. Given the overall effectiveness of both treatment methods in reducing

the level of self reported egocentric thought, an examination of the qualitative aspects of this data was considered to be appropriate. Exner's Self Focus Sentence Completion Test of Egocentricity was interpreted as projective material which offered certain idiographic insights into the nature of the egocentric thought content of the respondents. A central change in the thematic background or context of the sentence completion material over time was found, which included an increase in references to people and events in the external world. The responses were highly personalized statements which represented the adolescent's "being in the world" in a way that reflected their "being in relation to other people and things" instead of "being alone". It was suggested that such changes enabled these young women to better make use of the mechanisms of attachment and affiliation in interpersonal relationships which provided them with a gender specific means of resolving some aspects of identity resolution.

Limitations of the Study

As with many studies of this type, the major limitation rests with the generalizability of the results. Because of the relatively small number of experimental subjects, total $N=23$, the conclusions and findings of this work must be presented in a very conservative light. It would have been preferable to have a larger group to work with, however such severely traumatized adolescent subjects comprise a relatively small total population. This limitation is further compounded by the volatility of the group. The study began with a total experimental pool of 28 subjects and realized an attrition factor of 5 over the course of the treatment, due to runaway behavior, emergency discharges, and self destructive acting out. Such a small treatment population limits the possibility of drawing broad inferences from this work.

Another limitation of this study can be found in the chosen setting. Because of the impact of so many other strong variables built into the treatment program designed to achieve the same objective e.g. a decline in antisocial behavior, it was difficult to control for the overlapping effects caused by the operant point system and the individual psychotherapy program. The fact that both treatment groups were randomly assigned and were equally involved in all other aspects of the residential program

balanced out the design of the study, however it would have been preferable to have been able to assess the pure effects of the two designed treatment programs apart from these confounding factors.

A final limitation is found in the selection of a totally female treatment population. Part of the discussion of the outcome of this study was concerned with the impact of this type of training on adolescent identity development. Certain theoretical gender specific implications (e.g. the role of attachment and affiliation in identity development) might have been better interpreted if the treatment groups could have been compared on the basis of gender.

Implications for Future Research

Given the limitation of the relatively small treatment group used in this study the first suggested area for further research would be a replication study with a broader population. Such a study could be conducted in a residential treatment or day treatment setting but hopefully would use a larger population of mixed gender.

Another area of further exploration would be a more detailed examination of the effects achieved by each of the modalities employed in the initial "pretraining" treatment phase of the multimodal training program. It was demonstrated that the perceptual, cognitive, and affective exercises, apart from the video dramatic decentration, were effective in reducing antisocial behavior and egocentrism. Further exploration of the individual impact of these decentration exercises might disclose that one type of decentration is significantly stronger than the others.

A third suggested area of further research could be found in the application of these methods in the treatment of a less clinically disturbed population. The idiographic material received in the sentence completion test suggests that these methods may be associated with movement towards a more positive self image in adolescents. If these methods are effective in promoting a positive self image in

adolescents their use in a much broader demographic context would be welcome and justifiable.

A final suggested area of future research lies in combining these training methods with the formal assessment of adolescent ego identity development. The literature on adolescent ego identity status is quite limited in the area of promotion of identity development. It would be interesting to explore the nature of the relationship between this type of training program and any concurrent shift in adolescent ego identity status. For instance, highly egocentric, antisocial adolescents might fit Marcia's classification of identity diffusion at the pretreatment phase and shift more towards identity moratorium or identity achievement as they decrease in their egocentric, antisocial stance.

Implications for Treatment

It would be quite interesting to apply these training programs to the problem of dysfunctional parent/child relationships. It was clear throughout this study that these young women were very much "their mother's daughters" and had obviously experienced failure in their maternal relationships. By applying these methods to groups comprised of mothers and daughters with dysfunctional relationships perhaps a clearer understanding of each other's view on life would be established, thereby facilitating the resolution of longstanding parent child conflict.

The strongest implication for treatment intervention with these training methods lies in the field of residential and day treatment programs for emotionally traumatized adolescents. Clearly the combination of these methods with the more classically oriented treatment interventions (e.g. operant conditioning, specialized education, and psychotherapy) demonstrate a strong positive contribution to the treatment and remediation of antisocial behavior in acting out adolescents.

APPENDICES

APPENDIX A

MEANS, STANDARD DEVIATIONS, F VALUES AND SIGNIFICANCE LEVELS
FOR TWO TREATMENT GROUPS ON PREINTERVENTION MEASURES OF
EGOCENTRISM, SCHOOL BEHAVIOR, AND GROUP LIFE BEHAVIOR.

EGOCENTRISM -- Exner's SFSC

	-	
	X	SD
GROUP A	.58	.11
GROUP B	.62	.10
F VALUE	.78	
P	.39	

SCHOOL BEHAVIOR -- BSAG

	-	
	X	SD
GROUP A	29	9.4
GROUP B	28	5
F VALUE	.08	
P	.76	

GROUP LIFE BEHAVIOR -- BSAG

	-	
	X	SD
GROUP A	20	8
GROUP B	23	3
F VALUE	1.7	
P	.20	

APPENDIX B

PERCEPTUAL DECENTRATION TRAINING PROCEDURES

Training Procedure Week One -- Perceptual Decentration.

Session One. Time 1.5 hours.

Introduction: The training began with a brief review of the objective of the training and an opportunity for the Ss to ask questions and clarify any extraneous issues relative to the course. Following the introduction the group participated in three perceptual decentration tasks.

Task One: The Story of Copernicus.

Materials: One basketball, one softball, one golf ball.

The task was introduced by the author with the question "can anyone tell me who Copernicus was". No one could identify him. I then arranged the visual aids so that the basketball represented the Sun, the softball Earth, and the golf ball the Earth's moon and then related the story of the Polish Monk who inspired the wrath of the thinking world with his heretical heliocentric view that the Earth revolved around the Sun rather than the Sun around the Earth. I then touched upon (in language that adolescents could grasp) the philosophical underpinnings behind the debate with the main emphasis on the perceptual quality of Copernicus' argument, and the resulting impact on his interpersonal relationships and self image that resulted from his giving voice to a new view of the way the world worked. It was important in this exercise for the Ss to begin to grasp the concept that different individuals in different physical settings

actually perceive the world in strikingly different ways, and that if a person takes the time and effort to try to "see" the world from someone else's view (perceptually decenter) the opportunity allows for a new way to understand other people and the world. The story of Copernicus offered an excellent example in that the story represents a historical representation of how this phenomenon inspired international debate and changed the face of the world and history.

Following the introduction of the story each student was asked to demonstrate how the Copernican theory differed from the common belief of the times by manipulating the basketball and softball in a manner representing each theory.

From this point forward in the training I began each session with the question "who was Copernicus?" in order to informally test whether or not the Ss in Group A were confounding the Ss in group B by talking about the training outside of the sessions. Given that the students in Group A were naive about the identity of Copernicus the assumption was made that the same would be true for Group B. Staff in the living unit areas, clinical department, and school house were instructed to report to the author incidents of any student mentioning the name of Copernicus in any context. By keeping Copernicus fresh in the minds of the treatment group this concept offered an informal control for intergroup exchange. I received no report from staff of any

student from either group talking about Copernicus outside of the treatment session.

Task Two: Visual Decentration.
Materials: None

Following the Copernican introduction the Ss were asked to move around the room, find a comfortable location, and be seated. I then took the more abstract concept of perceptual decentration from the initial exercise and brought it into the present tense situation in the training room. The Ss were asked to focus on the fact that each of them, based upon their physical location, had a different view of the room. The task was to perceptually decenter, see the room from another's vantage, and report to the group what the other chosen person was seeing. Each S was encouraged and praised for her efforts. Eventually everyone participated and became very animated. The author restricted decentration comments to areas relative to the perceptual field, comments about feeling or cognition were praised but the Ss was reminded to restrict observations to the physical realm. Eventually, as the group practiced the task their sophistication grew, in some cases Ss were able to "see" that their counterparts would be able to "see" outside of the building via the window, or outside of the room via the door, and the task became more complicated as Ss reported on perceptual cues outside of the room.

The second part of this task was introduced by the author with the instruction to "tell the group something someone else in the room cannot see that you can see". This complicated the task by calling for perceptual decentration in tandem with an awareness of their own point of view. Again after practice the group showed relative sophistication. Perhaps the most clever response came from one girl who reported that "I cannot see my face, but she can!"

Throughout this task the author emphasized that the Ss try to always remember that these are events that occur outside of the training room and that by practicing them they could gain both an understanding of other people, and a better understanding of themselves.

Task Three: The Box Task

Materials: Two cubes, one measuring 9"x9"x9", one measuring 4"x4"x4"

This task is basically an adaptation of Bender's (1978) box task which was initially designed for the measurement of role taking skills in young children. Bender's original design called for the presentation of two identically marked cubes, with various colors covering each side, to be presented to children for visual inspection. One significantly larger cube was placed on a table, the smaller identically marked cube was given to the child for manual manipulation. The experimenter then placed a small doll in

various positions around the larger box and instructed the Ss to manipulate the small box in such a way that she could decenter and identify the vantage of the doll.

The author modified the task by downsizing the scale of the cubes and changing the visual cues on the sides of the boxes by using computer generated graphics. In the case of Bender's research the cues on each side of the boxes were simple colors which represented an effective visual cue for small children in that the task required only color recognition. For the purposes of this research with adolescents such a design seemed overly simplistic and the determination was made to augment the color code with symbolic cues. Each side of the boxes displayed a different colored visual cue (e.g. a golden sun, a green smiling moon, a red rose, a violet ball, a blue star, or an orange square). These symbols were placed on the sides of both of the boxes in the exact same order, and the graphics on the smaller box were adjusted to scale so that for all practical purposes the two boxes were absolutely identical except for size.

The students were instructed to be seated comfortably on the floor and the boxes were then introduced. Each symbol was identified to the group and then the author tossed the smaller box at random to the individual Ss while the larger box was placed in the middle of the group. The person holding the smaller cube was instructed to manipulate

the cube until she understood the vantage of each of the other group members and then identify the various points of view for the group. After venturing a response the box was tossed to another member and the large cube in the center of the group was turned in a random fashion. Once the Ss became adept at this type of perceptual decentration the task was complicated by having the Ss not only identify the color and name of the various symbols but also to indicate which direction the symbol was facing (e.g. if the smiling green moon was identified, or the happy faced golden sun, the Ss was then asked to "tell the group which direction the moon or sun is looking"). Finally, once this more complicated form of decentration was mastered the group was instructed to "speed up" the process by taking the smaller cube, decentering, naming the various vantages of the others, and then quickly tossing the cube to a new member all with as much quickness as possible. Over time the Ss began to grasp the complexities of this task and became very adept at this type of decentration.

Following this exercise the group verbally reviewed the activities of the first session and then were dismissed to return to their regular class schedule.

Session Two. Time 1.5 hours.

Task One: Review of session number one.

Materials: None

This task involved instructing the Ss to sit comfortably on the floor or furniture. The session began by reviewing the story of Copernicus and examining the impact of perceptual decentration on the Ss ability to understand how other people view the world.

Task Two: The Box Task

Materials: Two cubes, one measuring 9"x9"x9", one measuring 4"x4"x4"

This task was a repeat of the activity described in session one. By offering this task again the group was allowed an opportunity to practice the skills needed in perceptual decentration.

Task Three: The Telephone Task

Materials: Three telephones equipped with intercom capabilities located in separate rooms.

This task was designed by the author and inspired by Selman's (1984) work on referential communication skills. This task was introduced to the students as an opportunity to try to understand the phenomenon of perceptually 'putting themselves into the place of someone who was not in the same location as they were'. The group was taken to three different locations within the school's buildings and

asked to spend a little time (5-7 minutes) in each location visually trying to familiarize themselves with the idiosyncracies of each location. The members of the group were then asked to separate and go to assigned places in one of the previously viewed rooms, one or two Ss to each of the three areas. The Ss were given the task to "call a student in one of the other areas" and have a phone conversation in which the Ss were to try to ascertain the position of their counterpart in the other room. Once the other's location within the room was established it was the task of the caller to decenter and describe the physical surroundings experienced by the person on the other telephone. The callers were instructed to focus on placement, color, sounds, smells. After each conversation the roles were interchanged and the listener became the talker. As each student completed a turn in one location the Ss were rotated so that each was given three opportunities to decenter and describe another's view, and also three opportunities to listen and cue someone else who was placing herself in the listeners position.

This exercise ended the perceptual decentration component of the training program. At the completion of this exercise the Ss were brought together in the main training area to discuss the implications of these exercises on their ability to understand other people. Some of them volunteered that they were going to attempt to practice the telephone exercise with relatives and friends. The students were dismissed to return to their regular class schedule.

APPENDIX C
COGNITIVE DECENTRATION TRAINING PROCEDURES

Training Procedure Week Two -- Cognitive Decentration.

Session One. Time 1.5 hours.

Introduction: The session began with a statement about the difference between perceptual decentration and cognitive decentration. The author suggested to the group that just as people have different visual points of view on life, likewise different people can be involved in the same event and have different thoughts about what is occurring. It was further suggested to the group that this area of decentration was a little more complicated than the first week's training in that we were going to be dealing with material that could not be seen. It was stressed that with practice they could learn to better understand the thought life of other people, and that the goal of this weeks training would be to practice doing so.

Task One: The Blind Man in the Market

Materials: None

The subjects were instructed to find a comfortable area on the floor or furniture, sit, relax and listen to a story which hopefully would illustrate the meaning behind cognitive decentration.

The following story was then told to the girls:

Once there was a man shopping for groceries in the Stop and Shop. When he finished getting everything he needed from the shelves he pushed his shopping cart to the check out line. It was a busy weekend afternoon, the check out

lines were very long and the front of the store was very crowded. As the man was standing in line the person behind him bumped into the man's back with a shopping cart. The man thought it understandable, as the store was crowded, and he tried to ignore the incident. A few moments later once again he was bumped from behind. The man became a little annoyed and thought the person behind him was being a little rude but still tried to ignore the behavior as he realized that space gets a little tight when people are crowded together. Finally, after a couple of minutes, the person behind him pushed the shopping cart with quite a bit of force and rammed the wheels into the man's ankles, causing a great deal of pain. The man immediately became very angry and thought that he had taken enough abuse and turned around to confront the person. As he turned in anger to confront his assailant he noticed that the person was a very old man, wearing dark glasses and delicately holding a long white cane with a red tip. Almost immediately the man's thinking changed. What changes do you think occurred in his thinking? Why? Have you ever been in a similar situation where you changed your mind about something once you were given new and different information?

The group then became very animated and engaged in a discussion about the change in thinking engendered by the new information that the assailant was a blind man. It was clear to everyone that special social considerations are to

be applied in the case of the disadvantaged and that the man would quickly change his view and rethink his response to the situation. When asked to consider similar situations in their own lives the task of cognitive decentration became much less an abstraction to them and took on concrete aspects. The examples offered by the group generally reflected incidents of conflict resolution arising in the group life milieu (e.g. ability to understand how someone might need to get into the shower ahead of oneself, ability to identify the point of view of a staff member when conflict had arisen over scores on the operant point system etc.).

Task Two: Card Sort

Materials: Seven sequentially constructed cartoons on 4"x6" pasteboard

This task essentially is the same as the one designed by Flavell (1968) but was slightly modified for the purposes of this research. The author modified the card sort by asking an artist to draw the sequence with a young girl as the central character rather than a young boy. The original design by Flavell used the same exact story line but was constructed for the measurement of role taking skills in children. In this study the story was used to create cognitive dissonance in a group of adolescents, as well as a resource to create an opportunity to predict the cognitive

behavior of a naive third party (which was part of Flavel's original design purpose).

The seven cards are subdivided sequentially and when placed in order depict the following story:

- card 1: A young girl is walking down the sidewalk, whistling a tune, and swinging a stick.
- card 2: The girl observes a mad dog approaching her on the sidewalk and fearfully drops her stick.
- card 3: The girl is depicted running briskly down the road, looking over her shoulder and closely watching the angry dog running a close second.
- card 4: The girl runs to an apple tree apparently so far ahead of the dog that the dog does not appear in the picture. The girl's frightened face is obscured by a branch.
- card 5: The girl is climbing up into the tree as the angry dog nips at her ankles.
- card 6: The girl is now seen sitting safely in the tree and the dog has retreated far off into the background of the picture seemingly unconcerned about the youngster.
- card 7: The dog is no longer to be seen. The girl is sitting happily in the upper branches of the tree, and having discovered the apples is enjoying the fruit.

This story sequence is constructed to allow for the creation of an alternative story by eliminating cards numbered 2, 3, and 5. In the alternative sequence all references to the angry dog are removed. The story then becomes one of a young girl walking down the street, happening upon an apple tree, climbing the tree, and enjoying an apple. The only reference to a dog is in the

background of card number six, and in this case the dog seems to be irrelevant to the story.

The Ss were divided into two groups. One group was removed from the training room and asked to sit quietly in an adjoining area. The group in the training room was given the seven card sequence and instructed to create a story line from the seven cards on the table. After a few moments the group was able to successfully recreate the intended sequence and the Ss were praised. The two groups then exchanged places. The Ss who were formerly in the adjoining area took the place of the group in the training area and were given the four card story sequence with the same instructions. Again, within moments they had successfully recreated the intended story line. At this point all the Ss were reunited and the cards were neatly stacked face down on the table. The first subgroup was instructed to tell the other their story while the second group sat quietly and listened without speaking. Then the second subgroup was instructed to do the same for the first. By not allowing interchange at this point the groups developed a strong cognitive imbalance and were not able to understand the perceived discrepancies in the story lines. After the groups had finished the story telling they were allowed to try to reconcile the differences. (Interestingly the issue of the number of cards never was addressed). After a few minutes the author displayed the cards and the nature of the

imbalance became evident. At this point the group was engaged in a discussion about the nature of cognitive decentration and the fact that different people think differently about events in relation to the amount of information available to them. What one thinks is a function of what one knows. Emphasis was placed upon trying to understand (i.e. decenter cognitively) what particular information people have when they are thinking about an event in order to better understand the way in which other people think. Following this discussion the task moved into the second phase of this exercise, which called for predicting the cognitive behavior of a naive third party who would be given the cards. This part of the task was seen as an opportunity to concretely practice the decentration that had just been demonstrated. The group was instructed to choose either the first or second story line from the card sequence. They were then instructed to predict the story line that an ununiformed third party relate if she were to view the cards. Once a choice was made one of the Ss was chosen to leave the room and find a staff member to join the group. When an outside staff member joined the group the cards were presented along with instructions described above. In every instance the staff member replicated the predicted behavior and the group was praised.

The group was then instructed to predict the outcome given a second naive third party and the alternative story

line. As before the predicted behavior was demonstrated by the third party. At this point the group had a final discussion about the nature of cognitive decentration and how they might better understand how other people think about the world if they made some effort to 'think about the information they base their thinking on'. The group was then dismissed and instructed to return to their regular class schedule.

Session Two. Time 1.5 hrs.

Introduction. The introduction to this session included a review of the important role cognitive decentration plays in understanding other people, and in other's ability to understand us. The group briefly discussed the nature of "misunderstandings" they have experienced and reflected on the role of "thinking" in such instances.

Task One: Card Sort

Materials: Seven sequentially constructed cartoons on 4"x6" pasteboard

This task was a reprise of the above described task. The Ss were given the cards, asked to recreate the two story lines, review their earlier struggle with cognitive imbalance, and to review the responses of the third party participants. They then engaged in discussion about their reactions to the earlier training event.

Task Two: Block Design

Materials: Two or three sets of the WISC-R block design subtest, including blocks and manuals with picture displays.

This task was designed by the author as a method to combine the perceptual decentration skills and referential communication skills (used in the earlier telephone task) with the cognitive decentration skills that the Ss were practicing. The group was broken into diads and the Ss were instructed to take a seat at one of the tables in the training room sitting face to face. The author then introduced the materials which include nine small red and white blocks that are colored on alternating sides with a red surface, white surface, or diagonally divided sides with both colors. The Ss also examined a small booklet displaying 1" square pictures of red and white designs that can be reconstructed by manipulating the colored blocks. (As the materials were introduced it became clear that nearly all of the Ss had previously been tested with the materials and were familiar with the block design task). The Ss were then instructed to choose either the blocks or the picture booklet. The task was given to the student with the picture book to verbally explain to her partner in the diad what she saw as she looked at the booklet while her partner tried to reconstruct the image from the verbal material. The partners were not permitted to use hand signs or point, and the booklet was not to be shown to the partner manipulating the blocks. This was an untimed task, designed

for purposes of practicing decentration through efforts to understand the point of view of one's partner. Consequently it is viewed as less important to perfectly recreate the unseen visual image and more important to struggle with the imbalance created between what one supposes is the nature of the picture (i.e. one's egocentric supposition) and what in fact is a true representation of the picture (as beheld in the cognitive "eye" of the partner).

Perhaps more than any other task this particular assignment created cognitive imbalance, frustration, anger, and resistance in the Ss, as well as joy, confidence, and pride. As was seen with earlier task throughout the training sessions the Ss became adept and skilled with this particular decentration task as they practiced.

When the dyad would complete a picture the author would "judge" the final product for accuracy and let the Ss know if they were correct, or needed to continue trying. When they reached a "correct" conclusion they were asked to patiently wait until other diads completed the task. Once all groups were finished the dyad exchanged objects, (the one with the blocks switched and took the picture manual) and practiced the next picture.

After the simpler pictures were completed (the ones requiring six small blocks) the group graduated to the more difficult pictures requiring nine blocks. At this point the diads were combined so that two girls were looking at the

picture and giving verbal cues while two others were manipulating the blocks and interpreting the information. This effect complicated the task and demonstrated to the Ss that four people might possibly have four separate vantage points on the same event, but with effort could come to understand the same point of view. As always the Ss were praised profusely for their efforts and correct responses.

When all the pictures were completed, or attempted, the materials were put away, the day's activities were reviewed. This ended the second week of training, and the Ss were dismissed to return to their regular class schedule.

APPENDIX D

AFFECTIVE DECENTRATION TRAINING PROCEDURES

Training Procedure Week Three -- Affective Decentration.

Introduction

This particular form of decentration was presented to the group as more sophisticated and complex than the preceding types. It is important here to note that the population in the training program has experienced the most severe forms of abuse and neglect and are emotionally disturbed. Their reliance on more primitive defense mechanism for relief from day to day anxiety in many cases precludes their ability to effectively understand and articulate their own emotional makeup. As they approached this task the complex decentration process required to successfully interpret the affective state of others was most certainly made more difficult for these Ss by the fact that often they are unaware of their own affective state. These exercises were designed to allow the Ss an opportunity to try and apply some of their recently practiced decentration skills to the area of feelings. The author selected affectively charged stories that the group would understand in order to generate group discussion about what is entailed in the task of decentering and attempting to understand the feelings of another person.

Session One. Time 1.5 hours.

Task One: Reading and Discussion

Materials: Selections from Selman's (1984) Friendship Domain Interview stories, The Puppy Story.

The Ss were instructed to find a comfortable area on the floor or furniture, sit, relax and listen to a story. (These particular stories were developed at the Judge Baker Guidance Center in Boston Massachusetts, as part of a methodology for studying the interpersonal development of friendships in pathologically disturbed children).

The author then read a story about two boys who were trying to decide what to get a friend for his birthday. While shopping in a pet store one lad recollected that the friend's pet dog had recently died and suggested that they buy a puppy for the him. They had to decide right then because the sale would end that evening and they only had enough money to buy the dog at the sale price.

Following the narration of the story the group was asked a sequence of questions developed by Selman which touch upon the cogent affective underpinnings of friendship. What are the boys feeling as they shop for a present? What feelings confront them as they struggle with the purchase of the dog? How does the friend feel that lost his pet? Can the loss be replaced? Again, these stories nicely fit the task at hand in that the Ss were required to decenter and identify the

affect behind the story in order to address the questions in a realistic manner.

This material produced a wide range of responses within the group. In general the Ss were quite capable of decentration and understanding when the affect addressed was negative, e.g. loss of the pet, or belief that the loss could not be replaced. The task of understanding the more positive aspects of the story, e.g. generosity, giving, and even the strong bond of friendship took more work on the part of the group.

Task Two: Reading and Discussion

Materials: Selections from Selman's Friendship Domain Interview stories, The New Girl at School Story.

The second selection in this training session was a story about three young girls, two of whom were close friends and a third who had recently moved into the area. One of the friends was trying out for the school play, as was the new girl, and as the story progressed the two became friends at the risk of the older, longer standing friendship. A conflict develops when the 'girl caught in the middle' finds herself with two social engagements on the same day, one with her old friend and one with her new friend. The ensuing friendship domain interview questions deal with decentration and identification with the affective state of the various characters. How does the new girl in school feel? How does it feel to be trying out for a play?

(or something equally risky). What is the nature of the conflict between the friends? etc.

Following discussion and the practice of affective decentration in these areas the Ss were instructed to return to their regular schedule.

Session Two. Time 1.5 hours.

Task One: Reading and Discussion

Materials: Selections from Kohlberg's Moral Dilemma Stories.

Introduction. The session began with a review of session one. The author then spoke about the role affective decentration plays in the determination of moral values, and that by taking into consideration the feelings of other people we get information that which might affect how we determine right and wrong.

As in the previous sessions the subjects listened to the narration of a story, in this case the Heinze Dilemma followed by discussion and decentration. The task was to identify the feelings and rights of the major characters in the story who were struggling with life and death issues over the impending death of a man's wife. A local pharmacist had developed a wonder drug that was the only known cure for the woman but would not let Heinze (the husband) have the drug without adequate monetary

reimbursement. Heinze did not have the money. Should he steal the drug?

Ss did very well with the decentration process, and could identify the main affect of the characters. The most interesting responses were generated in a discussion about the mortality of the Ss and some expressed the wish to die and not have anyone attempt to save them.

Task Two: Reading and Discussion

Materials: Selections from Kohlberg's (1971) Moral Dilemma Stories.

The second story in this session centered around a young boy who saved money for a trip to summer camp. At the last minute his father told him he could not go because the father wanted to use the boy's money to finance a personal expense. Should the boy refuse to give the money to his father? Again the Ss did very well with this task. The affective material generated by these particular children relative to parental relationships was heart rending.

Task Three: Systematic Relaxation and Visualization.
Materials: None.

At this point the first phase of the multimodal training session was completed. The author lead the Ss through a guided relaxation exercise through which all of the earlier training sessions were reviewed and visualized. Following the relaxation the Ss were informed that the second phase of

the treatment would begin the following week and that the video dramatic exercises would begin. At this point the subjects returned to their daily scheduled activities.

APPENDIX E

EXPERIENTIAL DECENTRATION TRAINING PROCEDURES

Training Procedure Week Four -- Experiential Decentration
Session One: Time 1.5 hours

The main purpose of this session was the introduction of the camera equipment and the beginning of the process of desensitization of the Ss to the experience of seeing and hearing themselves on television. The author greeted the group warmly, explained to them that a certain amount of nervousness in this type of situation was absolutely normal. The group was encouraged to touch and handle the camera, see the room and participants through the viewfinder, load the cassette tape, and generally get acquainted with the hardware. As this was happening the author took great care to delineate certain guidelines. Anyone could opt out of being on camera at anytime. No one outside of the group would ever be allowed to view the material on the tapes without unanimous group agreement about the particular segments of the tape to be shown. During the taping if anyone requested that the camera be turned off the author would stop the tape. These guidelines were adopted to convey the importance of confidentiality to the group, and also to help them begin to relax in the face of an intimidating experience. Following this introduction the research assistant (henceforth referred to as r.a.) introduced the first task.

Task One: Mirroring
Materials: None

This exercise is a standard educational activity in many acting classes and involved a form of mimicry that called for immediate decentration in that the subjects were required to focus on the activity of a partner and recreate her physical movement as if looking in a mirror. The r.a. introduced the task by selecting a volunteer and demonstrating the activity while the author quietly began to video tape the Ss. The two people stood face to face, one was assigned the role of mirror, the other the role of actor. As the actor began to move the mirror image followed the movement exactly. Once the task was introduced the Ss were requested to stand and select partners and form two lines facing each other, and begin the activity. This task went on for about five - seven minutes, the subjects were then instructed to exchange roles. Following this activity the Ss were instructed to relax, move around, and find a seat. The camera was shut down.

Task Two: The Change Yourself Game
Material: Two Ss variously clothed

This exercise required two Ss to face the remaining seated group members and stand very still. The author began to quietly roll the tape. The group members were instructed to closely observe the physical characteristics and clothing of the Ss (perceptual decentration). On cue the two Ss left

the room and exchanged articles of clothing, jewelry, or removed and hid items or rearranged their own items. They then returned to the room and faced the group. The Ss were instructed to make only three changes and the task of the group was to identify and name them. It is important to note that while this was happening the various members of the group were all being surreptitiously taped, either in close up shots or in group action. This would allow them to see themselves acting as themselves and acting also as the demonstration Ss and observing each other participating in the act of switching and changing personal objects. Each person in the group was presented with an opportunity to demonstrate this task. Following a full rotation the task was stopped and the Ss were given a chance to relax.

Playback: The group was then instructed to find comfortable seating around the television and the author rewound the tape and played back the day's material. Two important procedures were established at this juncture. First, the playback of the days activity became an important reinforcer to the groups (both A and B) for as painful and embarrassing at times as it could be for the Ss to view themselves on television, overall the group found the activity to be very stimulating and informative. Second, the author and r.a. began to listen to the group and individual responses to the tape for any negative self references, and would immediately

counter the statement with a verbalization of positive reinforcement (e.g. statement: "oh don't I look fat on T.V.!" response: "you need to understand that everyone looks a little heavier on television, its not just you, in fact you look good on T.V., very photogenic"). The goal of this type of response was to try and neutralize a seemingly reflexive negative reaction in the Ss in response towards seeing themselves on television.

Also central to the design of the training is the assumption that the video playback is part of the treatment program, for a certain style of decentration is implied in the exercise. Watching oneself on television calls for a cognitive decentration from the "you" in the here and now (watching the television) into the "you" in the there and then (participating in the exercise). The impact of self recognition is a very powerful tool in this regard and when used judiciously can help clarify certain diffuse identity issues by providing a clear and concrete picture of the person these adolescents are presenting to the external world.

Following the playback the Ss were encouraged to discuss any changes in their level of comfort with the hardware and any changes in their ability to tolerate seeing themselves on television. They were then dismissed to return to their regularly scheduled classes.

Session Two: Time 1.5 hours

This session began with a review of the first session. The guidelines were reclarified and the groups then were quickly structured into activities.

Task One: Mirroring
Material: None

This was a reprise of the first activity of session one. The only change was an instruction that the Ss get much more involved in large muscle group activity and really make an effort to create movement in the room.

Task Two: Model Walking
Material: None

The Ss were asked to think about the various ways in which body movement lends definition to identity. Could they identify different characters just by observing them walk? Groucho Marx and Charlie Chaplin were offered as two examples by the r.a. The Ss were instructed to think of various individuals within the school who had distinct mannerism in the way they walked. Once the group was comfortable with the concept behind the task they were asked to stand and form two lines facing each other. The person on the end of one line was instructed to walk in any manner she chose towards the person facing her. When she reached that person she was to stop and the new person was instructed to walk back to the first person's former

location in the exact same manner. The task was modeled by the r.a. and then commenced by the Ss. Taping was begun at the beginning of the activity during the discussion. After everyone had an opportunity to model a walk and to recreate a modeled behavior one volunteer was chosen to model a walk that everyone en masse was required to recreate.

This activity required a relatively concrete and observable form of physical decentration but at the same time demonstrated to the Ss how much their physical movements play a part in defining their identity.

Following this task the days events were replayed on the television as the Ss viewed the material and freely commented and reacted to the media. Following the playback the Ss resumed their daily schedule.

Training Procedure -- Week Five

Introduction

This second week of experiential decentration was designed to build upon the experiences of the first week. The first week of activity was designed to desensitize the Ss to the video taping hardware and have them practice body movements on camera. Certain aspects of the activities were designed to reflect a perceptual form of experiential decentration in that the Ss were to take on visually perceived aspects of others (e.g. mirroring their movements, walking in the same style). In this second week of training the design called for the Ss to focus more on experiential decentration that introduced the affective components of role taking. It was hoped that during this week the Ss would build upon their willingness to 'act' in front of a camera and take on movements resembling the actions of others as well as begin to incorporate newer skills calling for adopting the affective characteristics of other people.

Session One: Time 1.5 hours

The groups were assembled in the training area and the author and r.a. offered the Ss a warmup activity by re-enacting the exercises offered during the first week and encouraging the Ss to ask questions or clarify issues. During the warmup the camera was shut down. Following a the

warmup the subjects were instructed to sit comfortably on the carpet in a circle for the first decentration exercise.

Task One: Every Picture Tells a Story

Materials: Fifteen assorted color photographs, average size 8"x9" depicting women of different ages, cultures, and socio economic backgrounds participating in a variety of activities and showing clear affective responses to the situation. Each of the pictures was mounted on an 9"x12" colored background.

As the Ss were seated in a circle on the floor the author began to quietly tape the activity. The r.a. took the photographs and placed them in random order on the floor in the center of the circle. The Ss were instructed to look carefully at the photographs and study the faces of the various women in order to try and identify the name of the particular emotion depicted in the photo. The photographs portray an Indian woman holding a dying man; a young American woman working with a shovel in the sun; a debutante at the tennis court; a Mayan woman weaving multi-colored fabric on a hand loom; an artisan building a rocking chair; and a small white girl surrounded by black African tribal women. The Ss were then instructed to try to imagine the events leading up to the moment the photo was taken and also to imagine the events immediately following the taking of the picture. The task was to pick out one of the pictures and tell the group a story about the character in the picture. The r.a. then modeled one example ("This is a woman who

rises early each morning, before dawn, and puts on a warmup suit. She then jogs five miles to the nearby seashore where she does stretching exercises and waits for the sun to come up over the ocean. When the sun rises the woman is overcome with joy. She then jogs back to her home and prepares to meet the day".) Following this example each of the Ss in turn told a story portrayed in one of the photos. Each of the Ss took two turns at this task. Following the completion of this exercise the Ss were instructed to move around the room and take a short break. The camera was shut down. We then moved to the second exercise.

Task Two: Emotional Grab Bag

Materials: A brown paper bag filled with eight small slips of colored paper, each of which had a large heading naming a specific emotion and a small paragraph describing a scenario in which the emotion plays a prominent role.

The groups were instructed to break up into pairs and find a comfortable place to sit as video taping began. The r.a. introduced the task with an explanation that at this juncture the Ss would attempt their first bit of 'acting' in front of the camera in order to begin preparing for their more formal video production. With this the r.a. circulated among the Ss and asked each individual to reach into to the bag and select one of the slips of paper. The pairs were instructed to read the short scenarios written on the slips, and then quietly define which of the partners would take a specific role and how they would go about portraying the

scene. The objective was to act out the emotional content of the scene in a manner that would so clearly communicate the affect to the group that they would be able to guess the name of the emotion. The r.a. then chose one volunteer and demonstrated the task. With a partner she enacted the emotion on a slip entitled "'disappointment', your best friend called to say she lost your two tickets to your favorite concert".

Other slips read:

Joy - you just got a new kitten or puppy and you are playing with it!
Guilt - you find out you lost the radio you borrowed from someone.
Fear - you are babysitting alone and hear a tapping at the window.
Excitement - you are waiting outside the backstage door for your favorite rock star to appear.
Sadness - your puppy just got hit by a car.
Anger - someone blames you for something you didn't do and tells everyone.
Jealousy - you see your boyfriend going into the movies with another girl.

In turn each girl practiced portraying the emotion named in as creative a manner as possible. In some cases the group managed to guess the affect, in others not. The main objective of this exercise was to have each of the Ss practice experiential affective decentration by losing themselves in the portrayal of the character 'feeling' the affect named on the slip of paper. Each of the Ss took two turns in this exercise. Everyone then gathered around the television for the playback.

Playback: The playback of task one did not inspire the groups. It was important for them to go through the exercise of naming and projecting affective material onto the various photographs, but in trying to offer them an opportunity to decenter and observe themselves take a different role this exercise was not very successful. The objective of this task could just as well have been met without video taping the exercise. The playback was quite boring for the Ss. The playback of the second task was quite a contrast to the first. The subjects became extremely animated in their observations. The opportunity to see themselves taking on the emotional role of the characters in the video taped scene fascinated them. They were involved in seeing themselves on television and also seeing themselves attempt to be someone other than themselves.

Before they were dismissed to return to their regularly scheduled class the r.a. explained to them that the next session would offer them the opportunity to create the characters they would use in their final productions. The Ss were dismissed in a spirit of excitement and anticipation.

Session Two: Time 2 hours.

The groups were assembled in the training room. The session was introduced by the r.a. as the culmination of all of the earlier video dramatic training experiences. During this session the Ss were to draw on each of the previous training sessions in order to come up with a variety of characters that they would use as cast figures in the final production. The camera was started and the group moved to task one, the only activity of the day.

Task One: Intensive Characterization.

Materials: Six prop boxes measuring 2'x4'x6'' each filled with articles of clothing, tools, masks, household items, mirrors, toy telephones, horns, hats, shoes, tin cans, plastic fish, baseball bats, and so on.

The boxes were placed about the room in random fashion and the Ss were told to take some time going from box to box and studying the contents. The task was to familiarize themselves with the objects, and choose items that they felt identified with, or that inspired some creative impulse towards characterization. After ten or fifteen minutes of studying the props the Ss were instructed to use various items to create a character. They were told that they would be given multiple opportunities to try out different personas, but by the end of the session they would have to clearly have chosen one strongly defined character and stay with that one throughout the remainder of the training sessions. Suddenly there emerged from this group of traumatized adolescents a population of fantasized personas that were at once beautiful and hideous. The author was struck with the idea that the unconscious material of a generation of abused children was suddenly laid bare. Walking and talking in the training room at various times were the characters of the street beggar named grandma buttons, the figure of the unfaithful husband recently risen from the dead, a biker drug addict, a well groomed and articulate southern belle, Bonsey the alienated adolescent, an Indian fortune teller, a woman obstetrician, a woman

dentist, a wicked African witch, and many many others. This fascinating exercise was interrupted intermittently with instructions to discard one character and try on another. The group was immersed in a very sophisticated form of experiential decentration and shed one persona as easily as a snake sheds skin. By the end of the session the Ss were conflicted by the instruction to choose one final character and stay with it therefore it was decided to allow for the choice of an alternate persona that could also be used if time allowed.

Playback: Up to this point no single event in the experiential decentration training inspired as strong a response as this activity. The animation was equally as strong during the playback period. The Ss appeared to be truly transfixed as they viewed their personal transformations. At this point in the playback exercises it became less important for the author and the r.a. to offer praise and encouragement for aversive responses to the viewing as the group began to adopt the model and began to reinforce each other positively for their efforts.

As the group was dismissed they were instructed to come to the next session prepared to adopt their chosen characters. The next task would be the juxtaposition of the various personas and the creation of plausible story lines in order to enact the first run of the final play. Many Ss

left with the intention of elaborating their characters with their own personal props prior to the next session. This activity ended the fifth week of the training program.

Training Procedure -- Week Six

Introduction

At this stage of the experiential video training program the Ss had been exposed and desensitized to the video taping hardware, had practiced perceptual decentration through mimicry and body movement exercises, had practiced affective decentration by adopting the emotional viewpoint of a variety of characters in well defined social/emotional situations, and had drawn upon all of their experiences in an effort to define and assume the persona of a self created character. The time had arrived to put the characters together in a social situation in order to create the long awaited "television show".

Session One: Time 2 hours

The Ss were assembled in the training room and immediately moved to task one. The camera began to roll.

Task One: Review of the characters.

Materials: Six prop boxes described in the previous exercise.

Each of the Ss put together the needed props to assume her persona.

One by one each girl faced the camera and participated in a short interview with the r.a. describing who she was, where she was from, age, and various developmental highlights. The objective of this task was to clarify for the Ss the exact definition of each character.

Task Two: The Society of Characterlogical Interaction.
Materials: Props as chosen for character definition

On a voluntary basis each of the Ss came to the front of the training room and stood while the various characters approached and introduced themselves. Eventually the characters began to build interpersonal relationships and the 'society of the cast' was created. At this point the Ss were instructed to creatively begin to imagine a story line to fit the characterlogical interaction. Out of the persona of each character and the society of interaction a story line emerged and was embellished upon.

Task Three: Take One.
Materials: None.

Given the emergent story line the characters worked closely with the r.a. around timing, cues, postioning, and beginning middle and end points to the stories. Each of the various subgroups created a totally different piece of work, some humorous, some serious, others very realistic, and some complete fantasy works. Once the group was satisfied with

the details of the creation the camera was shut down. Each of the characters assumed their starting position, the tape was begun, and a complete, unedited copy of the video drama was taped. At this juncture the final product was "in the can" and the group moved to the playback session.

Playback: This particular incident involved the enjoyment of the fruit of their long labors. For the most part the Ss enjoyed the short dramas they had created. The characters seemed real to them and the consensus of most groups was one of pride in their accomplishment tempered by an appreciation for the artistry of "real life television". At this point the Ss were dismissed to return to their regular schedule.

Session Two: Time 2 hours.

This session was introduced as the final session in the treatment program. The Ss were engaged in a brief discussion about the over all history of their group effort and then moved to the final and perhaps most vital decentration task of the program.

Task One: Multiple Experiential Decentration
Materials: The six prop boxes described previously

The camera began to roll immediately. The r.a. explained to the group that the final exercise involved the abandonment of their original character in favor of adoption of the persona created by the other members of their groups.

At this point in time the Ss were clear on the nature of the various characters, and thoroughly versed in the timing and social interchanges involved in their created story line. The task now became one of taking the role of a different character and taping the new version of the production. Once each S had changed roles once, the camera was stopped, the roles were once again changed and the production was taped again, and so on until each of the Ss had an opportunity to portray all of the characters in the production. This task more than any single other offered the Ss an opportunity for experiential decentration and required a rapid change in affect, dress, demeanor, dialect, and perception. This task was the capstone of the study and represented the ultimate objective of the experiential decentration phase of the training program.

The task went much better than expected. While the Ss remained clearly most comfortable with their own characters they willingly progressed through the sequence with an unanticipated degree of abandon and good humour.

Playback: The Ss were mostly quite amused with the playback of this final treatment session. While they found humour and fun in the experience they voiced strongly that they preferred the original production to any of the outcomes of this session.

At the conclusion of the playback the Ss were thanked for their cooperation and informed that this activity concluded the actual training program. The author explained to the groups that the study called for two more meetings which would be somewhat less structured than the training sessions. The first meeting would be an editorial meeting for the group to vote on the question of whether or not they wanted to share their work with the other students in the school. If they chose to do so the body of work created by the group would then be replayed in it's entirety in order for the Ss to ascertain which parts they approved for replay and which parts they wanted not to be shown. Every group voted to participate in a school wide showing. The final meeting of the training program was the actual "Film Festival" where all of the edited material would be viewed.

APPENDIX F

MEANS AND STANDARD DEVIATIONS OF TWO TREATMENT GROUPS ACROSS
FOUR REPEATED MEASURES FOR EGOCENTRISM, SCHOOL BEHAVIOR, AND
GROUP LIFE BEHAVIOR FOLLOWING THE PRETRAINING PHASE OF THE
MULTIMODAL TRAINING PROGRAM

MEASUREMENT TIME

I (PRE-INTERVENTION)

II (POST-INTERVENTION)

EGOCENTRISM -- Exner's SFSC

	-			-	
	X	SD		X	SD
GROUP A	.58	.11		.46	.10
GROUP B	.62	.10		.65	.09
F VALUE	.78			15.9	
P	.39			.0009	

SCHOOL BEHAVIOR -- BSAG

	-			-	
	X	SD		X	SD
GROUP A	29	9.4		12	10
GROUP B	28	5		27	9.6
F VALUE	.08			18.02	
P	.76			.0005	

GROUP LIFE BEHAVIOR -- BSAG

	-			-	
	X	SD		X	SD
GROUP A	20	8		12	10
GROUP B	23	3		28	8
F VALUE	1.7			11.14	
P	.20			.003	

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